

1961

BIENNIAL

1963

REPORT



NORTH CAROLINA BOARD OF HIGHER EDUCATION

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How North Carolina Ranks With All Other States In Categories Listed



TOTAL CIVILIAN POPULATION
(4,556,155)

12th



PER-CAPITA PERSONAL INCOME
(\$1,642)

42nd



PER-CAPITA TOTAL GENERAL
REVENUE OF STATE AND
LOCAL GOVERNMENTS
(\$201.45)

47th



COLLEGE ENROLLMENT AS RATIO
OF COLLEGE AGE POPULATION
(26.3)

46th



PERCENT OF SELECTIVE SERVICE
REGISTRANTS FAILING THE
MENTAL TEST
(38.7)

45th

How North Carolina
Ranks With
All Other States
In Categories Listed



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NORTH CAROLINA BOARD OF HIGHER EDUCATION



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NORTH CAROLINA
STATE BOARD OF HIGHER EDUCATION
142 EDUCATION BUILDING
P. O. Box 791. RALEIGH

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FAYETTEVILLE

February 6, 1963

To His Excellency, Terry Sanford, Governor

and

The General Assembly Session of 1963

and

The Public Institutions of Higher Education in North Carolina

The Board of Higher Education has the honor to submit its biennial report in accordance with statutory requirements (Article 16, Chapter 116, General Statutes of North Carolina).

Please note that, although the Report theoretically encompasses the biennium of 1961-63, it actually covers the period beginning January 1961 and ending on or about February 1963.

L. P. McLendon, Chairman
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CHAPTER I. HIGHER EDUCATION IN NORTH CAROLINA: PAST PRESENT AND FUTURE

THE BEGINNINGS

It is unfortunate that so little has been written on the history of higher education in North Carolina. An unpublished Ph.D. thesis by William E. Drake attempted to trace its growth up to 1860, but this work, while it deals in some detail with the early years of the University at Chapel Hill, treats only sketchily the development of the private institutions of higher learning. Even so, it is the best single work in this field.* Surprisingly, no effort has been made since 1930 to update Drake's work. Scattered information is available in the histories of a few of our 58 colleges, and in biographical studies of notable educators such as Aycock, Alderman, McIver and others, but no systematic history.

What follows therefore is far from complete. Our modest hope is to give very quickly an over-all view of higher education up to 1900, to relate in somewhat greater detail what has taken place since 1900, and to take a prognostic look into the decade 1962-1972.

* William E. Drake, **History of Higher Education in North Carolina Before 1860**, University of North Carolina, 1930. One should not forget the monumental work of Edgar W. Knight, **A Documentary History of Education in the South Before 1860**. (Chapel Hill: University of North Carolina Press, five volumes, 1949-1953.) However, it does not deal extensively with higher education in North Carolina.

"On a cold drizzly day in January 1795, [in] a two-story empty brick building . . . the University of North Carolina was opened to the public. An unsightly landscape of tree stumps, rough lumber, scarred clay, and a bitter wind greeted the governor, who had worked to be on hand for this important event. He was also met by the faculty which consisted of one professor doubling as president. A month later the first applicant for admission knocked at the door." * Such was the modest beginning of higher education in North Carolina.

For several decades its faculty was small as was its student body. It had meager facilities, little money, and continuing problems of discipline with the students who openly resented the puritanical atmosphere and the tightly restricted curriculum which was almost exclusively classical. By 1860, however, it had gained in strength, poise, and prestige. Indeed, it had already rendered notable service to the State by launching successfully the first state university in the United States, by establishing the first teacher training program in the State (1831), and by furnishing among its graduates more than a few distinguished leaders in government, education and business, including James K. Polk, president of the United States, and Robert Morrison, the first president of Davidson College.

No further successful efforts were made by the State to establish additional colleges until after the Civil War. In fact, it was 82 years after the founding of the University that the State took its next step in higher education.

In 1877 the State Colored Normal College at Fayetteville was founded, thus making Fayetteville State Teachers College the oldest teacher education institution in the State. In 1939 it became a four-year college to train teachers for the Negro elementary schools. It was not until 1960 that Fayetteville's curriculum was expanded to include secondary education majors in English, biology, history, sociology, physical education and sociology.

The Cherokee Normal School was established in 1887 as a training center for teachers in Indian schools. It went through a series of name changes: in 1911 it became the Normal School of Robeson County; in 1940 it became Pembroke State College for Indians; in 1949 "for Indians" was dropped, leaving its present name—Pembroke State College. In 1939 it became a four-year liberal arts college and has progressively, since World War II, become more useful. Although its enrollment has never been large, it currently enrolls about 750 students, some 200 more than before 1960, 40 per cent of whom are Indian.

In 1889 another institution opened its doors in Raleigh as North Carolina College of Agriculture and Mechanic Arts** with 45 students and 6 professors. In 1917 its name was changed to North Carolina State College of Agriculture and Engineering and in 1931 it became a part of the University of North Carolina. Its growth was modest until World War II; thereafter it has been phenomenal.

Three more State institutions were established in 1891, obviously a banner year: the Woman's College in Greensboro, Elizabeth City State Teachers College, and the Agricultural and Technical College of North Carolina in Greensboro.

Woman's College, which became a part of the Consolidated University in 1931, deserves special mention. It was chartered by the State in 1891 as State Normal and Industrial School, changed in 1897 to State Normal and Industrial College, in 1918 to North Carolina State College for Women and finally in 1931 to Woman's College of the University of North Carolina. It was one of eight State supported colleges for

* Kemp Plummer Battle, *History of the University of North Carolina*. (Raleigh: Edwards and Broughton Printing Company, two volumes, 1907-1912.) I, pp. 63-65.

** The State's first land-grant institution.

women only established in the South during the period of 1884-1908. (Alabama, Florida, Georgia, Mississippi, North Carolina, Oklahoma, South Carolina, Texas). North Carolina's Woman's College has always been a leader in that group. Two of the eight (Alabama and Florida) institutions are now coeducational.

A & T College in Greensboro was created as North Carolina's second land-grant institution and in 1953 with 2,600 students was the second largest higher educational institution for Negroes in the United States. Elizabeth City State Teachers College has had an uneven history. In recent years, however, it has flourished. Enrollment has increased from 349 in 1956 to 880 in 1962.

Winston-Salem Teachers College began as the Slater Industrial Academy in 1892. It was first supported by the State in 1895. In 1925 it was authorized to become a four-year, degree-granting college and thus became "the first Negro institution in the United States offering four years of college training and the bachelor's degree especially for teachers of the elementary grades."

Western Carolina College received its first State appropriation in 1893. In 1912 it became a two-year normal college. In 1929 it was rechartered as a four-year, degree-granting institution and renamed Western Carolina Teachers College. The word "teachers" was eliminated from the name in 1953.

Appalachian State Teachers College was chartered by the State in 1903. Through several changes of name and many vicissitudes it assumed its present name in 1929 and began to award degrees. Its entire history is closely linked with the Dougherty family, the best known of whom was B. B. Dougherty who long served as protector, nurturer and president. He resigned in 1955.

East Carolina College was established in 1907 as a two-year normal but had its first session in 1909. In 1920 it was authorized to grant the bachelor's degree for teachers. It conferred its first master's in 1933 and in 1941 began to prepare students in areas other than teaching. Its recent growth has been staggering: more than sixfold in the last 17 years, from an enrollment of 953 in 1945 to approximately 6,000 in 1962.

The last senior institution* to be established by the State was North Carolina College at Durham. It opened as a private school in 1910, was sold and reorganized in 1915, received its first State support in 1923 and became in 1925 "the first state-supported liberal arts college for Negroes in the United States." During the years 1939-1941 it opened a graduate school, a law school and a school of librarianship. Though it came last, it is perhaps the strongest of our Negro colleges and has grown apace.

In summary, beginning with the establishment of the University in 1795, for 82 years the State had only one tax-supported institution. From 1877 to 1900, a short span of 23 years, seven additional colleges were established. During the first quarter of the 20th century, four more colleges were founded. These twelve institutions remain the backbone of tax-supported higher education in the State.

One other fact is notable. During the half century, 1875-1925, North Carolina established five Negro institutions, and to this day has more such institutions than any other State. In 1962, to be specific, North Carolina had more Negro colleges than our three neighboring states taken together and whose plant value exceeded by more than three million dollars the total value of the Negro colleges in these sister states. These institutions have improved considerably in recent years and meet a clear and demonstrable need.

* Five community colleges have been supported in part by the State since 1955: Charlotte College, Wilmington College, Mecklenburg College, Asheville-Biltmore College, and the College of The Albemarle.

To add to the story it is necessary to point out the growth of the private, church-related colleges in the 19th century. It is impossible to appreciate adequately or to overemphasize the contribution these institutions have made to higher education in our State. Had it not been for the wave of denominationalism that resulted in a dozen or more colleges prior to the Civil War, the State would have had only the University at Chapel Hill. In fact, as earlier indicated, it was 17 years *after* the beginning of the war (1860) that the State established its second institution, the Fayetteville State Teachers College for Negroes (1877).

It is not easy to unravel the precise history of our private, church-related colleges. Relatively few histories have been written to which one can turn. Further, it is difficult to know precisely when an institution became collegiate in nature. Hence, there cannot fail to be more than one error in what follows.

The Presbyterians get credit for leading the way in attempting to establish a church-related college. As early as 1820, abortive efforts were made to found a Presbyterian college in western North Carolina (somewhere between the Yadkin and Catawba rivers). Following this failure, the Concord Presbytery took the lead and established a collegiate institution at Davidson on March 12, 1837, to which the State granted a charter in December 1838. There were 65 students, three members of the faculty and a president, Robert Morrison, as noted earlier, a graduate of the University. From its beginning to the Civil War it seldom had more than three faculty members. It opened as a manual labor school but by 1841 had abandoned this facet of its program. (Reportedly, the students were lazy, lost or destroyed their tools, and generally were obstreperous.) From 1837-1860, it had enrolled a total of 1,912 students, 222 of whom had received the B. A. degree. Further, its curriculum had expanded to include science, history, and French.

The Baptists were not far behind in their efforts. Wake Forest Institute opened in 1834. By the end of that year, 70 students had enrolled. Freshman and sophomore classes were organized in 1836 for 16 students and in 1838 the State issued a new charter, granting full collegiate rights. It is clear that Davidson and Wake Forest College were our first church-related colleges but it is not clear which was actually first to inaugurate a college curriculum. By 1860, Wake Forest had in its history enrolled 1,020 students of whom 98 had received bachelors and 29 masters degrees. In passing, it is of interest that the State made a loan of \$10,000 to Wake Forest College in 1841 which was repaid, with interest, in 1858. Davidson and Wake Forest College were firmly established by 1860. They were free of debt, had some endowment, and were becoming more liberal in their curricular offerings.

The Methodists were a few years later entering the field of higher education. Union Institute in Randolph County (at Trinity) was opened in 1841. From 1842-1850 it prospered under the leadership of Braxton Craven, a Quaker. The State made a loan of \$10,000 to this new institution in 1853 when it was granted the right to award college degrees. In 1857, it came officially under the control of the Methodist Church and was granted a charter as Trinity College in 1859. The total enrollment from 1841-60 is unknown but in 1859 there were 194 students of whom 107 were pre-collegiate. This institution became Duke University in 1924.

The Quakers entered the State in 1660 and by 1729 one half of the State's population belonged to this group. They early established an academy six miles northwest of Greensboro called New Garden Boarding School which was chartered in 1833 and opened in 1837 with 25 Quaker boys and 25 Quaker girls. In 1850 other than Quaker students were admitted. In 1889 the institution was rechartered as Guilford College.

The German Reformed Church opened Catawba College in 1851 in the "Old Academy Building in Newton." While the charter was granted in 1852, Drake says that prior to the Civil War the school did not offer collegiate work. In 1834 the Episcopalians opened a school near Raleigh but it was short-lived. Because of financial difficulties it closed in 1838. The Lutherans opened an academy at Mt. Pleasant in 1855 which was rechartered in 1859 as North Carolina College. It closed during the Civil War and was not reopened.

Education for women during *ante-bellum* days rarely extended beyond the simplest form of the three R's. The Moravians were an exception to this rule. They established Salem Academy in 1802, the first in the South for women, and the third in the nation. From 1802-1860 it contributed to the education of some 4,000 women (including Elizabeth Strudwick of Hillsboro, and Anna Stein of Fayetteville). Several other *ante-bellum* academies were established but most had disappeared by 1860.

The Methodists led the way in providing education at the collegiate level for women. Greensborough Female College (now Greensboro College) was established in 1846. The Baptists in 1848 established in Murfreesboro the Chowan Baptist Female Institute; in 1911 the name was changed to Chowan College. St. Mary's was founded in 1842 by the Rev. Aldert Smedes as an Episcopal school for girls. In 1900, under the administration of the Rev. Theodore DuBose Bratton, St. Mary's achieved her present status of combined school and junior college. Louisburg Female College was established in 1857 and is presently known as Louisburg College, a coeducational junior college of the North Carolina Methodist Conference. The Charlotte Female Institute was founded in 1857. From 1891 to 1896 it was known as the Seminary for Girls. In 1896 the institution changed its name and from that date to 1912 was known as the Presbyterian College for Women. In 1912 it became Queens College.*

**GROWTH AND
DEVELOPMENT OF
HIGHER EDUCATION,
1900-1962**

In this section we will present factual data that reflect the growth of higher education, public and private, in the State since 1900.

We are grateful to the institutions for their responses to our request for data, by decades from 1900-1960, in the following areas: (1) Date of establishment, (2) student enrollments, (3) size of faculty, (4) number of library volumes, (5) plant valuations, and (6) endowment. Charts are used, for the most part, in presenting these data.

Once again, it must be pointed out that our information is not complete, especially for the years 1900-1930. Many institutions did not report data for this period, either because records were not kept, or have been lost by fire or other mishap. Even so, it is notable that every college and university in the State responded.

Despite the imperfections of this information, it is valuable and of great interest. Perhaps, among other things, it may serve as a reminder to our historians that the lack of information concerning the growth of higher education in North Carolina is deplorable. This subject is worthy of serious research.

It is freely admitted that no effort is here made to judge the all important matter of quality of our institutions. Even so, the quantitative data presented are not wholly unrelated to quality since there is an implied qualitative relationship between the number of students, size of faculty, library resources, physical facilities, and endowments.

* This discussion deals only with institutions established prior to 1860.

**Number of Institutions
(Chart A)**

In 1900 there were twenty-seven institutions of higher education in the State: five public, and twenty-two private. This is yet another clear indication of the great value of our church-related colleges to the educational development of the State. By 1962, the total number had more than doubled, while the public institutions had tripled; there are now a total of fifty-eight, seventeen of which are public.

**Enrollments
(Chart B)**

In 1900 there were about 4,000 students in our universities and colleges; by 1920, there were nearly 11,000; by 1940, approximately 29,000, only a few more than in 1930. Since 1950, the growth in numbers has been startling. In this latter year there were 53,000; in 1960, nearly 68,000; in 1962, 80,800, thirteen thousand more or a 20 per cent gain in two short years. From this point until 1980, growth in numbers will accelerate and present difficult problems. For the three year period 1964-66 an additional 23,000 students will be clamoring for some post-high school education. By 1970, it is estimated, modestly so, that a total of 117,700 (some claim 135,000) North Carolina young men and women will be seeking education beyond the twelfth grade. Will we, can we, be ready?

Of greater significance than the numbers related above are the percentages of college age population who sought and are seeking college and university training. The table below is self-explanatory:

RATIO OF COLLEGE STUDENTS TO TOTAL POPULATION OF COLLEGE AGE, (18-21)	
1900	2.5
1910	4.4
1920	5.5
1930	9.0
1940	9.0
1950	15.4
1960	23.3
1962	26.1
(1970	30.7 projected)

Clearly, great progress has been made but we lag seriously behind most of the States. In 1960 the national ratio was 37.2, and we ranked 46th from the top among the fifty states.

**Faculties
(Chart C)**

The growth of faculties has obviously, and of necessity, paralleled the increase in student enrollment. In 1900, with about 4,000 students, there were a few more than 100 teachers. In those days the curricula were still relatively restricted, making possible a higher student-teacher ratio. By 1920 there were 11,000 students and about 900 professors. The expansion of knowledge, and the concomitant liberalization of the curriculum, among other factors, led to a sharp reduction in the student-teacher ratio. By 1962, there were 5,200 teachers and it is believed that 2,800 more for a total of 8,000 will be needed by 1970. All concerned must work to attract more able young men and women to college teaching.

**Libraries
(Chart D)**

There is perhaps no more fascinating aspect of the growth of higher education in North Carolina (and the nation) than that reflected in our university and college libraries. In the early days of most of our institutions, the books needed for student and faculty were the holdings of the literary societies. There were, for example, in 1900 about 100,000 books, as reported, in all of the libraries of all twenty-seven collegiate institutions. By 1930, there were 800,000 for forty-six institutions. Since that date the increase in book holdings has been unbelievably rapid: in 1950, 2,900,000; 1960, 4,700,000; in 1962, 5,200,000. Half of the 1962 total are at the University of North Carolina at Chapel Hill and Duke University.

All educators are agreed that the heartbeat of the intellectual life of any institution resides in its library. Despite the tremendous growth of recent years, much needs to be done and by 1970 our combined book collections should exceed 7,000,000 volumes.

**Plant Valuation
(Chart E)**

The manner in which the value of our educational plants has increased since 1900 can be readily seen in Chart E. The total plant valuation of our institutions of higher learning was \$1,300,000 in 1900; it has increased to approximately \$450,000,000 today. Since 1950 the plant valuation of our public and private institutions has almost tripled. It is expected that by 1970 the total valuation will be the neighborhood of \$600,000,000.

**Endowments
(Chart F)**

Prior to 1930, generally, endowment funds were to be found only in our private institutions. Obviously, their needs are ever pressing. It is nevertheless desirable as well that all of our tax-supported institutions build up their endowments for those inevitable needs that are not generally supported by the public. Perhaps, through private endowments, our tax-supported University and colleges may be able to establish a sabbatical system which is commonly a vital part of our best public and private institutions.

In 1930, the total endowment of all our colleges and universities was about \$14,000,000, of which some \$4,000,000 belonged to our public institutions. In 1962, this latter figure had grown to \$14,000,000 whereas the total endowments of our private institutions had grown to \$90,000,000. By 1970, the projected endowments of all institutions will rise to \$175,000,000, of which total our public institutions may possess as much as \$25,000,000.

**Graduate and
Professional Education**

Graduate education has been an important part of our total effort in higher education from the middle of the 19th century. North Carolina can be justly proud of its two distinguished graduate schools of arts and sciences at the University (Chapel Hill) and at Duke University. Similarly, we can be grateful for the sound development of graduate work in our land-grant institutions, particularly North Carolina State. The scope and depth of excellence that have been achieved in its professional and graduate programs need to be better understood by our people. In addition, graduate instruction through the master's level is offered at a number of other institutions, private and public.

The development of professional schools has been particularly noteworthy: North Carolina has three medical schools (one tax-supported, two private), four law schools (two tax-supported, two private), three engineering schools (two tax-supported, one private), six nursing schools (five tax-supported, one private), two agricultural schools (tax-supported), two forestry schools (one tax-supported, the other private), two theology schools (private), one school of design (tax-supported), and others. Without these schools the State would be infinitely poorer.

Perhaps graduate and professional education are not sufficiently understood and appreciated by the general public. This may be true because people generally are unaware that the greatest single source of new knowledge stems from our graduate schools. Without these schools, the great advances in medicine, agriculture, science generally, and other fields could not have been made. No error could be more serious than a failure to support graduate education. Although it is expensive in dollars, time and energy, it must be done. North Carolina's graduate and professional schools must be in the mainstream of the continuing battle to add to knowledge and technology.

A LOOK TO THE FUTURE

The Governor's Commission on Education Beyond the High School has effectively, in its report, forecast the problems for the foreseeable future and made explicit a master plan. Obviously, this plan must be implemented lest we make a mockery of this excellent study.

The problems are qualitative and quantitative. The quantitative problem is easier to grasp and easier to utter. By 1970, there will be an additional 42,500 (and this figure could be higher) high school graduates clamoring for a collegiate education. Our private institutions, for understandable reasons, have indicated that they expect to be able only to provide for some 11,250 of this number. Thus, the State has no alternative to finding a way to provide for the remaining 31,250. How can this be done? The Board, in common with the Governor's Commission, believes that the problem can best be solved in the following three ways: (1) some expansion of our existing senior institutions, (2) conversion of three of our current community colleges into degree-granting institutions which are located in centers of high and expanding population, and (3) the establishment of a network of comprehensive community colleges to be located in those areas that can surely and successfully bring education to more of our people. An additional alternative is that the State find legal means of assisting financially the students who elect to attend private institutions. Only by extending education to more of our youth can we have *any* hope of lifting the economic, political and cultural conditions of our citizens. It is totally unacceptable that this good and beautiful State remain in the 46th position from the top among our fifty states in the ratio of our college age people who continue their education beyond the high school. It is no less bearable that we remain 42nd from the top in percapita income. Whatever sacrifices have to be made *must* be made.

The community college has proved itself on the national scene. It is our best and likely our only way to meet our educational obligations. This new venture speaks directly to the changing economy of our State. Within ten years, it is likely that thousands of our agricultural workers will have been supplanted by the revolutionary changes in farm technology. Tobacco, corn, cotton, and other crops are increasingly being handled by machines rather than hands. Such changes are also occurring in manufacturing and other industries. What will happen to these people? Chaos, rising juvenile delinquency, crime, and empty lives can be the result. Our comprehensive community colleges, offering college parallel work, vocational and technical training and re-training, and many community services, cannot fail to ease the transition and reduce the dangers clearly inherent in the changes ahead.

Aside from the very real opportunity to attract more and more people into education and training, it is imperative that we be aware that these new senior institutions in Charlotte, Wilmington, and Asheville, and the community colleges will all be commuting institutions. Dormitory facilities will not be needed and the savings to the State and the people will run into millions of dollars. Somehow, someway, the expansion of our educational facilities must be effected. To do anything less would be economic and cultural suicide.

CHART A

Number of
Public and Private
Institutions of Higher Learning
in North Carolina

PUBLIC
PRIVATE

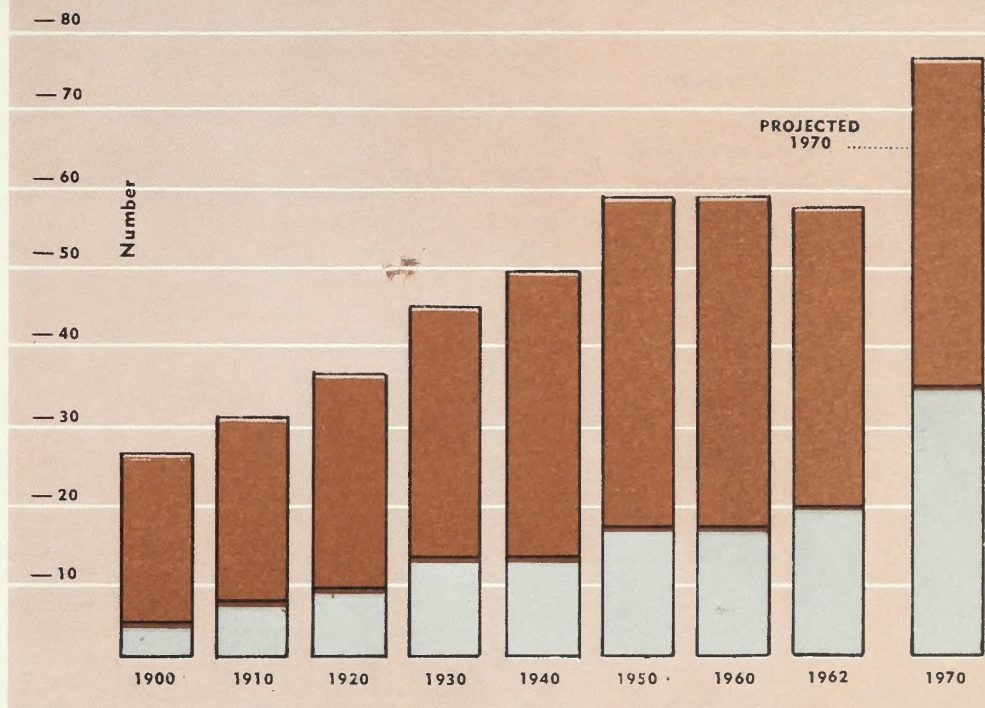


CHART B

Enrollment in
Public and Private
Institutions of Higher Learning
in North Carolina

PUBLIC
PRIVATE

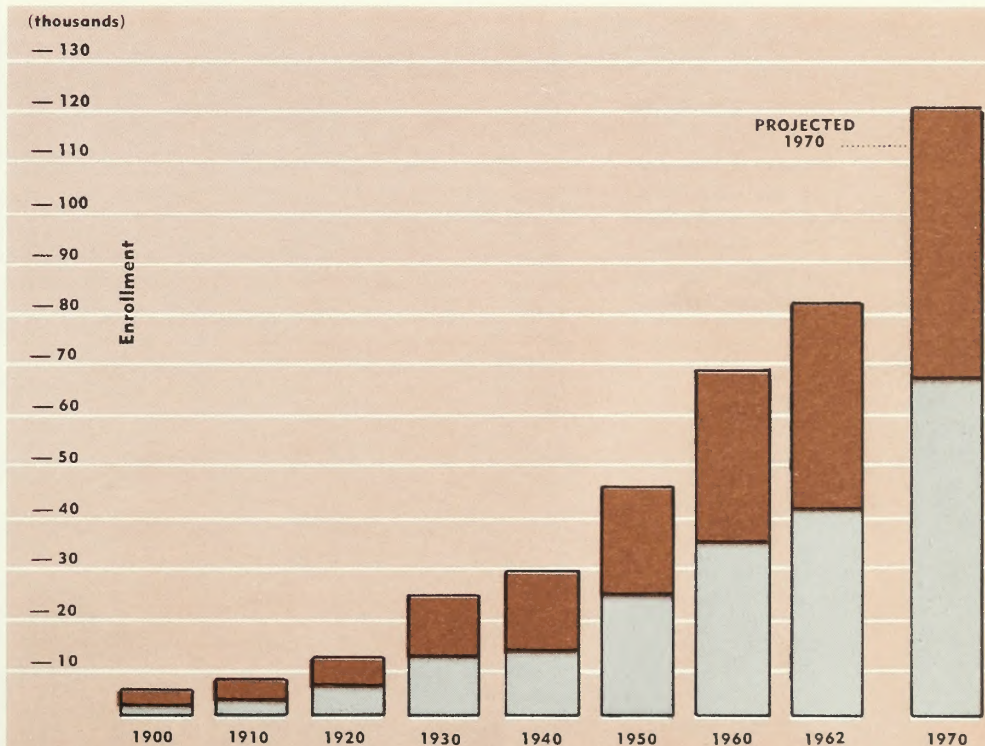


CHART C

Number of Teachers
in Public and Private
Institutions of Higher Learning
in North Carolina

PUBLIC
PRIVATE

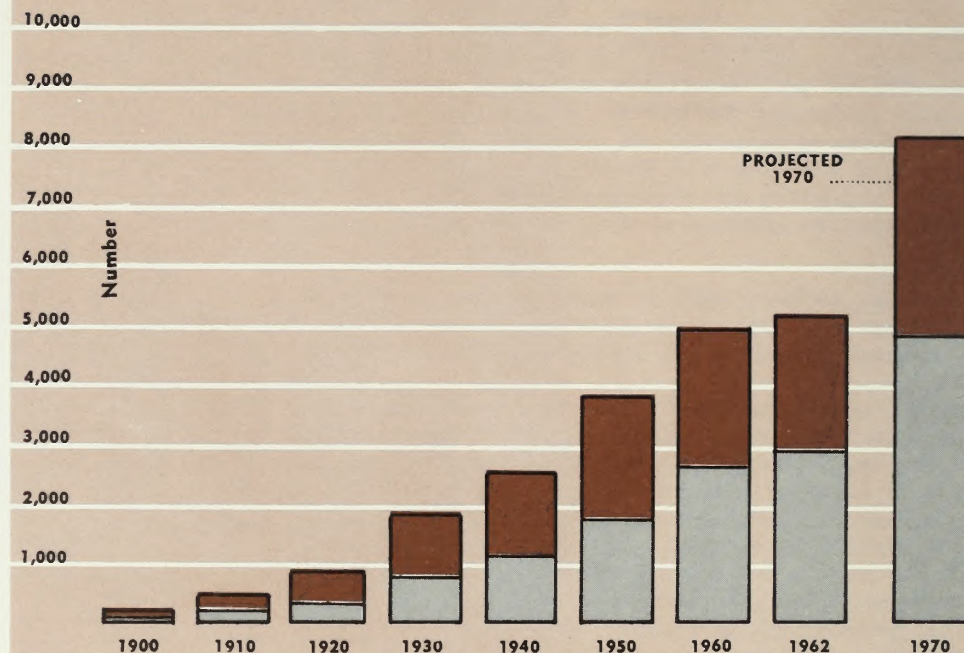


CHART D

Number of Volumes
in the Libraries of
the Public and Private
Institutions
of Higher Learning
in North Carolina

PUBLIC
PRIVATE

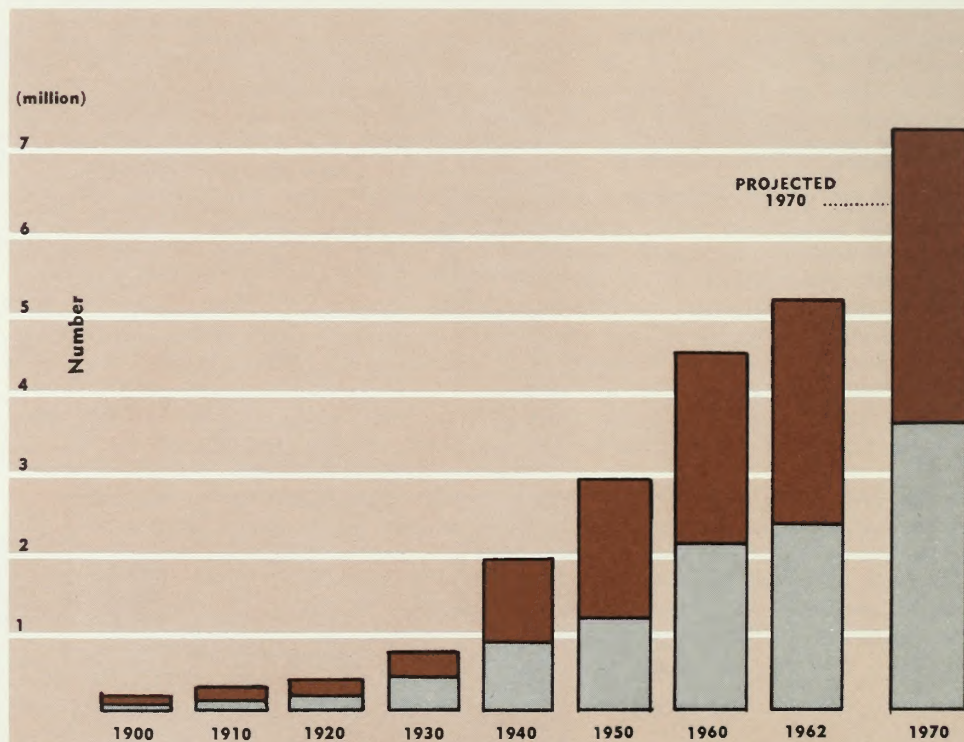


CHART E

Plant Valuation of Public and Private Institutions of Higher Learning in North Carolina

COMBINED TOTALS

1900—\$1,389,935

1910— 3,860,292

1920— 9,255,027

These figures represent the total
plant valuation of public and
private institutions.

■ PUBLIC
■ PRIVATE

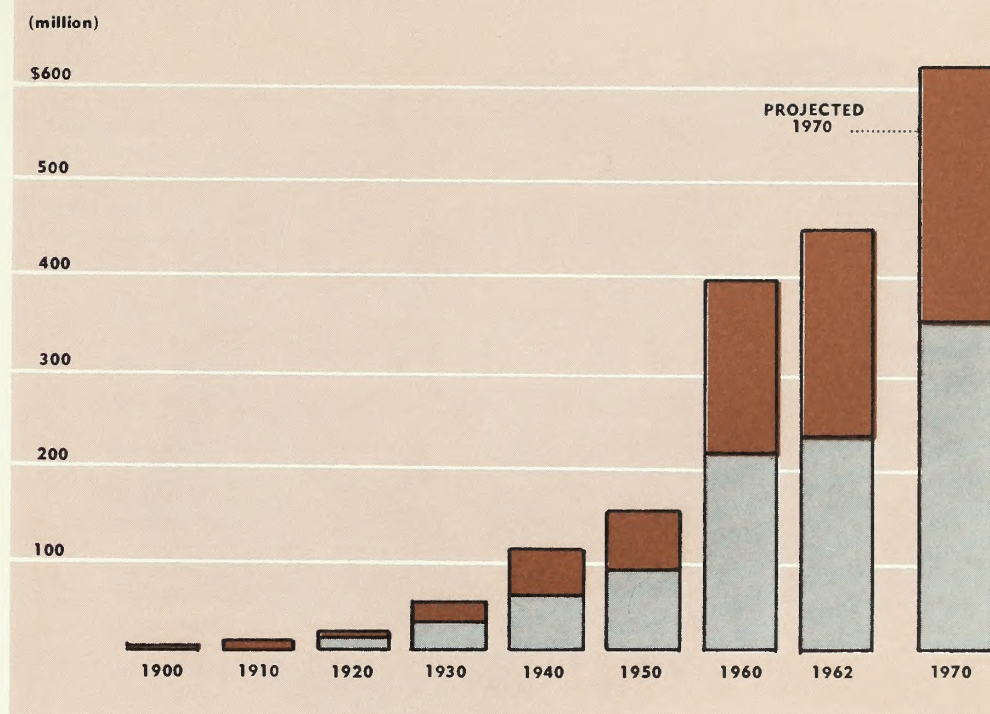


CHART F

Endowments of Public and Private Institutions of Higher Learning in North Carolina

COMBINED TOTALS

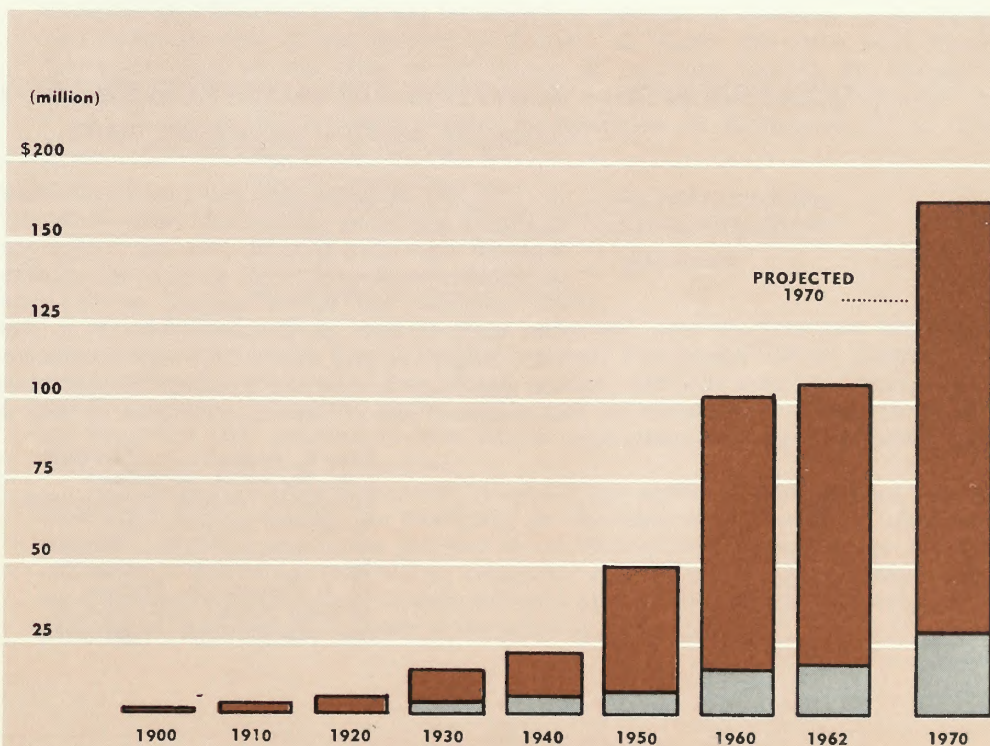
1900 \$ 429,748

1910 930,694

1920 2,800,000

These figures represent the total
endowment of public and private
institutions.

■ PUBLIC
■ PRIVATE





CHAPTER II: REVIEW OF ACTIVITIES IN THE BIENNIUM January 1961 - December 1962

ORGANIZATION OF BOARD AND STAFF

Membership

The past two years have seen considerable change in the composition of the Board of Higher Education and its staff. Terms of Mr. N. Elton Aydlett and Mr. Charles H. Reynolds expired on June 30, 1961. Mr. Aydlett was reappointed to an eight-year term. Mr. Charles M. Reeves, Jr. of Sanford was appointed to an eight-year term to succeed Mr. Reynolds. Mr. Reeves resigned on September 18, 1962, and was replaced by Mrs. Harry B. Stein of Fayetteville. Mrs. T. R. Easterling, whose term expires in June 1965, resigned on July 25, 1961, for reasons of health. Mrs. Harry P. Horton of Pittsboro was appointed to serve the remainder of Mrs. Easterling's term. The present members of the Board and the dates of expiration of their terms are:

John P. Kennedy, Jr., Charlotte	— June 30, 1963
L. P. McLendon, Greensboro	— June 30, 1963
William F. Womble, Winston-Salem	— June 30, 1963
W. D. Herring, Rose Hill	— June 30, 1965
Mrs. Harry P. Horton, Pittsboro	— June 30, 1965
Oliver C. Carmichael, Asheville	— June 30, 1967
W. J. Kennedy, Jr., Durham	— June 30, 1967
N. Elton Aydlett, Elizabeth City	— June 30, 1969
Mrs. Harry B. Stein, Fayetteville	— June 30, 1969

Officers and Committees

L. P. McLendon and William F. Womble are chairman and vice-chairman, respectively, of the Board. Howard R. Boozer, Assistant Director, serves as Recording Secretary at the request of the Board.

The following committees, working with the assistance of the staff, study questions relating to particular areas of the Board's responsibilities and formulate recommendations for consideration and appropriate action by the Board (the Chairman is *ex-officio* a member of all committees):

Finance

J. P. Kennedy, Jr., Chairman
W. F. Womble
W. J. Kennedy, Jr.
Mrs. Harry P. Hartan

Educational Programs & Policy

O. C. Carmichael, Chairman
W. D. Herring
W. J. Kennedy, Jr.

Community Colleges & Technical Institutes

N. E. Aydlett, Chairman
W. D. Herring
W. F. Womble

Biennial Report

O. C. Carmichael
W. D. Herring
W. F. Womble

Personnel

J. P. Kennedy, Jr.
O. C. Carmichael

Testing and Evaluation

W. D. Herring, Chairman
N. E. Aydlett
Mrs. Horry B. Stein
W. J. Kennedy, Jr.

Staff

J. Harris Purks, Director, and James E. Hillman, Assistant Director, retired from the staff of the Board on August 31, 1961. They were succeeded, respectively, by William C. Archie and Howard R. Boozer. Dr. Archie, a graduate of Davidson, Wake Forest and Princeton, came to the position of Director of Higher Education from Emory University where he was Dean of the College of Arts and Sciences. Dr. Boozer, a graduate of Howard College and Washington University, served from 1954-1961 as Staff Associate at the American Council on Education in Washington, D. C. The present full-time members of the staff are:

Wm. C. Archie, Director
Howard R. Boozer, Assistant Director
Kenneth C. Batchelor, Assistant Director for Finance
Mrs. Mary M. Wells, Secretary
Mrs. Faye J. Tonner, Secretary
Mrs. Barbara G. Spencer, Secretary

An additional staff position has been authorized, and the Personnel Committee will shortly recommend a person for that position. This person will be charged with responsibility for educational research and writing, and will assist the Director and staff in preparing and editing studies and reports published by the Board. Hopefully, the Board will issue publications from time to time concerning important matters related to higher education in the State.

The Board has requested authority to employ two additional staff members. One of these will have responsibility for facilitating the development of a system of adult and organized off-campus instruction provided by our institutions. The second new position will be filled by a person who will be concerned with the analysis of programs in our tax-supported institutions. Such analyses will help identify the strengths, areas of promise and gaps in the programs available to the youth of North Carolina.

The Board of Higher Education and its staff are appreciative of the many opportunities over the past two years to work with the Governor and his staff, the Advisory Budget Commission and the director and staff of the Department of Administration, the directors and staffs of many of the other units of State Government, members and committees of the General Assembly, and our colleagues in the institutions of higher education throughout the State. Further, we have also valued the many opportunities to work with Chairman Irving Carlyle and the members of the Governor's Commission on Education Beyond the High School.

The Board applauds the efforts of the 1961 General Assembly to improve public elementary and secondary education. Recognizing the unity of all education, the General Assembly also gave support to higher education not before equalled. Increased support for public education in 1961 was approximately 28 per cent over the preceding year; for higher education, approximately 24 per cent. This action well illustrates the principle that when attention centers on education at any level, all education is the beneficiary.

**Appropriations for
Operating Expenses**

Institutional requests for operations in the 1961-63 biennium totaled \$79,322,604, or \$38,913,170 and \$40,409,434 in 1961-62 and in 1962-63, respectively. The percentage increases over appropriations for the year 1959-60 represented by these requests were 37.4% and 42.7% respectively.

The Board of Higher Education recommended that appropriations exceed the funds made available in the previous biennium by \$11,496,831. Additional increases of \$483,460 were recommended by the Advisory Budget Commission, to which the General Assembly added \$2,207,338 in arriving at total appropriations for the 1961-63 biennium. Appropriations totaling \$73,080,710 for academic and related services for the 1961-63 biennium, therefore, represent an increase over the previous biennium of \$14,187,629, an increase of 24.1%. Academic budgets as a group were increased 26.6% and budgets for related services were increased 13.2%. Related services include the Agricultural Experiment Station, Agricultural Extension Service, N. C. Memorial Hospital, the Computation Research Center, and others.

Increases in tuition fees for all students made additional funds available for scholarships, for library acquisitions, and for additional salary increases. In 1957 the Board recommended that the utilization of appropriations for salary increases be made discretionary with the institutional administrators. This policy was adopted in part in 1957 and wholly in 1959, and was continued in 1961. The application of this policy has met with the general approval of the institutions, and we urge its continuation.

Grants-in-aid for Summer Programs. The Board of Higher Education in 1961 recommended State support on a formula basis to strengthen the summer programs of our institutions. In the past, summer sessions were obliged to operate entirely on receipts, with the result that higher fees were necessary and many courses could not be offered. The Board reasoned that State support for summer programs would make available broader offerings that would permit increasing numbers of students to accelerate their progress, thereby benefiting both the student and, through greater utilization of facilities, the State. Subsequently, the General Assembly appropriated funds for this purpose on the basis of \$4 per student quarter hour (\$6 per semester hour) delivered to North Carolina undergraduate students in regular academic courses. This system of grants-in-aid to the institutions has been in effect for two summers and evidence indicates that the hoped-for effects are being achieved. Appropriations for the past

biennium proved inadequate to provide support at the level contemplated in the amount of \$98,520. We strongly recommend that additional funds be made available to the institutions to meet this deficit. We further recommend that such support be continued, and that it be broadened to include graduate instruction.

Grants-in-aid to Community Colleges. Upon the urging of the Board, grants-in-aid to the community colleges were increased by the General Assembly in 1961 from \$3.25 to \$4 per student quarter hour (\$6 per semester hour). These grants-in-aid are matched by local funds (excluding student tuition and fees), as required by the Community College Act of 1957.

Appropriations for Capital Improvements

Capital improvements approved by the General Assembly came to \$33,078,500 for the biennium (Table XII). Of this amount, \$3,173,000 was made available from bonds authorized by the General Assembly and not requiring a vote of the people and \$143,500 was provided by direct appropriations. The remainder, \$29,762,000, was included in the November 1961 bond election and failed to pass. The failure of the 1961 bond election has compounded the urgency of the needs of our institutions if the qualified young people of North Carolina who will deserve an opportunity for higher education in the near future are to have that opportunity.

Revision of Community College Act of 1957

Section 7 (b) of the Community College Act of 1957 (H. B. No. 761, Ch. No. 1098) stated that the sole purposes for which appropriations for capital or permanent improvements may be expended "shall be to acquire real property and to construct and equip classrooms, laboratories, administration offices, utility plants, libraries, cafeterias, and auditorium facilities . . ." The 1961 General Assembly amended this section of the Act to include "physical education instructional facilities."

ACTIVITIES OF THE BOARD

Meetings of the Board

From January 1961 through December 1962 the Board held twenty-one meetings. The Board also met with the presidents and chancellors of the tax-supported institutions in December 1961 and in September and December 1962. These meetings do not include Board visits to institutions and the many meetings related to the work of the Governor's Commission on Education Beyond the High School attended by some members and the staff of the Board. Members of the professional staff also took part in a large number of conferences and meetings sponsored by numerous other groups in North Carolina and in other states.

The Board holds membership in the North Carolina College Conference and the American Council on Education and makes every effort to maintain close working relationships with these and other educational organizations with related interests. Among these organizations and agencies are the North Carolina Education Association, the Southern Association of Colleges and Schools, other state boards of higher education, the Association of American Colleges, the American Association of Junior Colleges, the American Association of Colleges for Teacher Education, the National Commission on Teacher Education and Professional Standards, and the United States Office of Education.

Board Visitations to Tax-Supported Institutions

The statutes require that the Board make official visits to each of the tax-supported institutions in each biennium. Such visits have been made, or are scheduled, as follows:

- a. *Institutions visited as of December 31, 1962*
 College of The Albemarle, May 15 and November 30, 1962
 Agricultural and Technical College, July 19, 1962
 Woman's College, July 20, 1962
 Winston-Salem Teachers College, August 23, 1962
 Appalachian State Teachers College, August 24, 1962
 Asheville-Biltmore College, August 24, 1962
 Charlotte College, October 18, 1962
 Mecklenburg College, October 18, 1962
 Western Carolina College, October 19, 1962
 Elizabeth City State Teachers College, November 30, 1962
 East Carolina College, December 1, 1962
- b. *Visits scheduled to be made prior to June 30, 1963*
 North Carolina College at Durham, March 1963
 North Carolina State College, March 1963
 University of North Carolina, March 1963
 Fayetteville State Teachers College, May 1963
 Pembroke State College, May 1963
 Wilmington College, May 1963

Discussions with trustees and administrative leaders of the colleges recently visited have centered on the educational programs of the institutions. These conferences have been particularly valuable because they afford an opportunity for institutional representatives and the Board to discuss questions concerning the improvement of the curriculum, the quality of students and the quality of teaching. These discussions also afford each of the institutions a specific opportunity to take up with the Board any matters that are of special concern to them.

Approval of New Programs

The Board of Higher Education, in the course of the biennium, approved the following new programs on the dates shown:

East Carolina College

Two-year Center* at Camp Lejeune (February 17, 1961)

Two-year Center* at Seymour Johnson Air Force Base (December 21, 1962)

This Center, open to qualified military and civilian students of the area, was tentatively approved pending receipt by the Board of a report from the Southern Association of Colleges and Schools indicating that the proposed Center would meet Association standards, whereupon definitive action would be taken by the Board.

University of North Carolina:

The degree Doctor of Philosophy in City and Regional Planning (March 17, 1961)

North Carolina State College:

The degree Doctor of Philosophy in Bacteriology (March 17, 1961)

The degree Doctor of Philosophy in Applied Mathematics (March 17, 1961)

The degree Bachelor of Science in Engineering Mechanics (March 23, 1962)

* A Center, as defined by the Southern Association of Colleges and Schools, is a two-year branch of a senior institution. A Center is analogous to the college parallel program of a junior college.

The degree Bachelor of Science (in liberal science) (May 18, 1962)

The continuation on a permanent basis of the two-year Agricultural Institute originally authorized by the Board in 1959 as an experiment (May 18, 1962)

Agricultural and Technical College:

The degree Master of Science in Chemistry (August 23, 1962)

This degree was tentatively approved with the understanding (1) that the Department of Chemistry at A&T seek an early visit by the appropriate committee of the American Chemical Society and move rapidly for approval by this professional accrediting body; and (2) that the program be re-evaluated at a later date to determine the progress made and whether permanent approval of the program should be given.

A request from Fort Bragg officials that a four-year degree-granting branch of the University be established at that military installation was given careful study in 1962. Fort Bragg officials were advised that a degree-granting branch was not feasible, but that a proposal for a two-year Center would be given sympathetic consideration. This matter has not yet been definitively resolved.

Requests from Agricultural and Technical College for authorization to offer off-campus courses on a limited basis and from Winston-Salem Teachers College to offer degrees in the liberal arts were received and action deferred pending further information and study. The Board has been pleased to note the improvement that has taken place in the nursing programs at the Agricultural and Technical College and at Winston-Salem Teachers College in the past biennium.

Further, members of the staff at the request of institution heads and other representatives of the colleges have participated informally in numerous discussions of many other educational matters.

Approval of Student Housing Projects at Tax-Supported Institutions

In 1961 and 1962 the Board approved requests from seven institutions for authorization to construct a total of ten student housing facilities to accommodate 4,546 students at an estimated cost of \$13,257,000.* Six of these projects totaling \$9,957,000 are to be financed entirely through loans from the Housing and Home Finance Agency (HHFA) on a self liquidating basis. The remaining four totaling \$3,300,000 are to be financed equally through State appropriations made in 1959 (\$1,650,000) and through HHFA loans on a self liquidating basis (\$1,650,000).

Student Financial Aid

The Prospective Teachers Scholarship Loan Program, sponsored initially by the Board, adopted by the General Assembly in 1957, and administered by the State Department of Public Instruction, is now in its sixth year of operation. Of the 2,532 students who have received these awards in the six years to date, 1550 are still in college and 576 have graduated and are teaching. The remainder, a total of 406 students, have either temporarily interrupted their collegiate programs or have changed their plans. We applaud the success of this Program in providing more and better teachers for the

* University of North Carolina (84 married students), North Carolina State College (2094 students), Woman's College (640 students), East Carolina College (900 students), Western Carolina College (400 students), Appalachian State Teachers College (308 students) and Winston-Salem Teachers College (120 students).

schools and are gratified that the General Assembly increased, in the past biennium, the number of awards available annually.

The College Foundation, Incorporated, a non-profit organization created during Governor Hodges' administration as a scholarship fund, was reactivated during 1962 as a student loan fund. Over 2,000 recent high school graduates or students in college wrote to Governor Sanford in 1962 concerning financial aid for college attendance and it was possible for the College Foundation, with the assistance of student aid officers at several of the colleges, to make a limited number of loans for the 1962-63 school year. The resources of the Foundation have been multiplied several times by the North Carolina Bankers Student Loan Plan, announced in December 1962, which pledges funds for student loans from more than half of the banks in the State, such loans to be made and administered by the College Foundation, Incorporated. The work of the Foundation was handled in 1962 by the staff of the Board of Higher Education. The trustees of the Foundation plan to employ an executive secretary early in 1963 who will assume the duties previously carried out by the Board staff. The Director of Higher Education serves as Treasurer of the Foundation. The loan funds referred to above do not include student loan plans administered by commercial banks and other private agencies.

Most of the colleges and universities in the State have loan and scholarship funds available for qualified students. Loan funds in the colleges generally consist of funds made available under the Student Loan Program of the National Defense Education Act of 1958 and the endowed loan funds at the institutions. The assets of loan funds administered by the public and private colleges and universities in the State, as of January 1962, totaled \$7,759,235. Outstanding loans amounted to \$5,751,701, and \$2,007,534 was available for loan to students. In many cases donors have restricted loans to specified categories of students which accounts for the fact that some "available" loan funds go unused from year to year.

In addition to student aid available at the institutions, a number of philanthropic foundations and business corporations award scholarships and/or loans to students for college attendance. Directories of foundations and other agencies interested in providing financial aid to college students are available in most libraries.* Counselors in schools and colleges, including directors of student aid in the colleges, should be consulted by students and parents for such guidance as might be available from those sources.

With increasing enrollments in the colleges of the State, and the likelihood that several additional community colleges will be established, the demand for qualified college teachers will spiral in the years immediately ahead. Lack of financial resources prevents many able and interested students from pursuing advanced degrees that would qualify them for college teaching. It is generally recognized that much more fellowship and scholarship aid must be provided graduate students if the demand for college teachers in future years is to be met. At the request of the Director of Higher Education, a committee consisting of several deans of graduate education has been studying the problem. This committee, under the chairmanship of Vice President Donald B. Anderson of the Consolidated University, submitted its report in October 1962. The committee recommended that a State-supported fellowship program be established,

* For example, **The Foundation Directory** (New York: The Russell Sage Foundation, 1960), edited by Ann D. Wolton and F. Emerson Andrews, is a comprehensive listing of most of the foundations in the United States including eighty-four with headquarters in North Carolina. Information is usually given concerning the interests of each foundation and purposes for which awards are made.

and that a minimum of seventy-five fellowships annually be authorized. The Board hopes that a program aimed at increasing the supply of qualified college teachers may be developed and implemented during the next biennium.

Community Colleges

The College of The Albemarle in Elizabeth City, chartered by the Secretary of State in December 1960, opened its door to 114 entering students in September 1961. In the Fall of 1962, the second year of operation, 230 students were enrolled. The statutes require that the Board visit each new community college in its first year of operation, and such a visit was made to this College on May 15, 1962. The Board was pleased to note the excellent progress that had been made in so short a time.

In the biennium each of the other four community colleges (Asheville-Biltmore College, Charlotte College, Mecklenburg College and Wilmington College) occupied excellent new facilities on new campuses. For information concerning enrollment growth, and local and State expenditures for operations and capital improvements since 1955, the first year in which State aid was provided these colleges, see Table XIV.

In early 1962 the Board of Education of Gaston County submitted a formal petition to the Board of Higher Education requesting authorization under the provisions of the Community College Act of 1957 to establish a community college in Gaston County. After study and investigation, and upon the recommendation of the Director of Higher Education, the Board voted preliminary approval of the petition on May 18, 1962. At a special tax election on December 11, 1962, the citizens of Gaston County voted a tax levy of five cents per \$100 valuation for the operation of the proposed college. Final approval of the petition was voted by the Board of Higher Education on December 21, 1962, and the Advisory Budget Commission on January 4, 1963. The Secretary of State issued a charter to Gaston College on January 10, 1963. The trustees have been appointed and the College expects to begin operations in September 1964.

Teacher Education

The Cooperative Teacher Education Curricula Study of North Carolina Colleges, initiated in 1959 under the auspices of the Board of Higher Education, was completed and its Report issued in 1961. This Report, *Teacher Education in North Carolina—A Cooperative Approach*, (Raleigh: N. C. Board of Higher Education, 1961, 227 pages), was the culmination of a two-year study involving over 600 persons in the thirty-four colleges and universities in the State that have teacher education programs. This study meshed well with the "approved program approach to teacher education," adopted by the State Board of Education in January 1961, and the work in 1961 and 1962 of the State Advisory Council on Teacher Education. Upon publication of the Report of the Cooperative Study, the Board of Higher Education, on August 23, 1961, adopted a policy statement concerning teacher education which, among other things, noted that the results of the Study

should convince the taxpayers and the public generally that our teacher training institutions, both public and private, are aware of the indisputable fact that to improve the quality of education we must begin at the beginning by improving the quality of our teachers. This goes for our colleges and universities as well as our public schools

The Board was pleased with the results accomplished. The final Report (p. 195) listed the following significant results:

1. A sensitivity to the need for improvement in teacher education.
2. An organized State-wide concern for teacher education.
3. The beginning of a feeling of an institution-wide responsibility for teacher education.
4. An organizational pattern on the campus of each institution that should make effective an institution-wide approach to its program of teacher education.
5. A general agreement on the minimum curriculum design for the preparation of teachers, on the level of the bachelor's degree, and that the pattern of any curriculum design includes (1) a broad general education, (2) a degree of concentration necessary for some depth of scholarship in one or more disciplines, and (3) professional education to give some assurance of effective teaching.

The General Assembly in 1961 provided funds for a "special in-service teacher education program" in order to encourage more colleges to make available to teachers more courses in the arts and sciences, and to encourage more teachers to undertake further study in those areas. This program has the hearty support of the Board, as reflected in the following resolution adopted on November 17, 1961:

The Board of Higher Education enthusiastically endorses North Carolina's special in-service teacher education program made possible through funds provided by the 1961 General Assembly, and hereby instructs the professional staff of the Board to communicate this endorsement to the president or chancellor of each of the State-supported colleges and universities. It is the hope of the Board that each of the institutions will arrange to carry its equitable proportion of the total responsibility, within the areas of its competence and qualifications, with particular reference to those school systems within its vicinity. Institutions are urged to refrain from undertaking programs far removed from their campuses unless it is clearly not feasible for other institutions nearer to the schools requesting assistance to undertake the requested in-service programs.

Cooperation with Private Colleges and Universities

On March 17, 1961, we met informally with several presidents of private colleges for a discussion of problems related to the role of private colleges in higher education in North Carolina. Subsequently, at the November 17, 1961, meeting of the Board, the following resolution was unanimously adopted and was transmitted by the Director of Higher Education to the presidents of all non-public colleges and universities in the State:

The North Carolina Board of Higher Education expresses its gratitude to the private institutions of higher education in North Carolina for their contributions in the past. Approximately 47 per cent of the students in institutions of higher education in North Carolina are in private schools. The Board is not only grateful for the contributions that have been made in the past but hopeful that these private institutions may be able in the future to continue to bear a similar proportion of the total effort.

The Board is aware that it costs the State of North Carolina approximately \$750 per year, on the average, to provide for a student in a tax-supported institution. It is clear that the State of North Carolina could not provide an education for all of its people at the same quality level were it not for the tremendous contributions being made by these private institutions.

The Board believes that there is and always will be an important place for private institutions of higher learning. Such institutions can and do, at their best, provide a kind and quality of education that is desirable and perhaps unattainable in publicly-supported institutions.

The magnitude of the job to be done, with particular reference to the desirability of persuading more qualified high school graduates to enter college, will, for the foreseeable future, demand the cooperative efforts of both public and private institutions.

This subject was given further consideration by a committee of the Governor's Commission on Education Beyond the High School, and certain of the Commission's recommendations spoke directly to this point. Thereafter, presidents of five representative private institutions were invited by Governor Sanford to attend meetings of the Board of Higher Education, along with the heads of the tax-supported institutions. The five private college representatives are President James A. Boyer (Saint Augustine's College), President Carlyle Campbell (Meredith College), President Deryl Hart (Duke University), President D. Grier Martin (Davidson College), and President Bruce E. Whitaker (Chowan College). At their initial meeting with the Board on December 21, 1962, the Board extended to them a cordial welcome which reflected the hope of all that this continuous opportunity for exchange of information will prove mutually helpful in the months ahead.

Off-Campus Services

Aware of the growing importance of off-campus services, the Board of Higher Education in April 1960, after consultation with representatives of the Department of Conservation and Development, authorized the appointment of a special Advisory Committee on Off-Campus Services consisting of the directors of extension and deans of graduate instruction in the six tax-supported institutions that have extension divisions.* Dr. C. D. Killian of Western Carolina College served as chairman of this Committee, which submitted several interim recommendations in February 1961.

In the ensuing months, however, members of the Committee became convinced that they were not in a position to recommend how the problem of the increasing demands for off-campus services of the public, of industry, of the military and of the schools might be solved on a State-wide basis. They believed that such a study would require a committee with broader representation, a budget for the purpose, and staff support. On May 18, 1962, the Board of Higher Education discharged the Committee, at the Committee's request, in order that it might proceed to reconstitute itself on its own initiative as an autonomous body with wider representation. In discharging the Committee, the Board requested that the new group

- (1) *define and delineate boundaries of extension work and suggest the extent to which courses completed off-campus should be acceptable in degree programs (undergraduate and graduate)*
- (2) *define research needs in extension and off-campus services and suggest how they might be met (including approximate costs); and*
- (3) *advise the Board concerning the desirability of State-wide coordination of off-campus services provided by tax-supported institutions, assuming adequate staffing for this purpose at the State level.*

* In taking this step the Board anticipated one of the recommendations of the report of the Commission on Goals of the Southern Regional Education Board, **Within Our Reach**, published in November 1961.

The former members of this Committee reorganized themselves as the North Carolina Council on Continuing Education on August 2, 1962. Members of the Council consist of the extension directors and representatives of undergraduate and graduate education at the six tax-supported institutions having extension divisions, and representatives of the Consolidated University and the Board of Higher Education. The Board representative serves as Secretary of the Council and is a member of its Executive Committee. Other institutions that have formally organized extension programs and that offer graduate programs are eligible for membership in the Council. On the recommendation of the Council the Board has requested authority to employ a full-time staff member with responsibility for facilitating the development of a system of continuing education that will make optimum use of resources available for this purpose.

Southern Regional Education Board

Upon assuming the duties of Director of Higher Education in September 1961, William C. Archie was appointed by Governor Sanford as successor to J. Harris Purks as one of the North Carolina delegates to the Southern Regional Education Board. In addition to Governor Sanford and Dr. Archie, other North Carolina delegates are State Superintendent of Public Instruction Charles F. Carroll, State Senator W. Lunsford Crew of Roanoke Rapids, and President Alfonso Elder of North Carolina College at Durham. In January 1962 Dr. Archie was designated the State's contract liaison officer with reference to SREB programs, and in December 1962 was appointed a member of the SREB Finance Committee for 1963.

Under the terms of the Southern Regional Compact, North Carolina appropriates on a student-per-capita basis money to support certain regional programs (e.g., veterinary medicine, etc.). Present practice is to include these appropriations in the institutional budgets at North Carolina State College, Agricultural and Technical College and North Carolina College at Durham. This procedure has not proven entirely satisfactory, and the Board, with the approval of the presidents of these colleges, recommends that the entire amount for this purpose be appropriated in the future to the Department of Administration for disbursement upon authorization by the Board of Higher Education. The Board and its staff would continue to call upon the appropriate officials of the three institutions named above for the certification of North Carolina students participating in contract programs in other states of the Compact area.

A Proposed Retirement Program for Faculty Members and Key Administrative Personnel in Tax-Supported Institutions

North Carolina's publicly supported higher education institutions must draw upon a nationwide talent pool for their faculty personnel and key administrative officers, who cannot be found in sufficient numbers within the State of North Carolina. Consequently, these institutions are forced to compete for academic talent with colleges and universities all over the country. There are many inducements that can be offered in an attempt to attract outstanding educators to a college campus, among them an attractive retirement program. A retirement plan more in keeping with retirement plans in most strong institutions of higher education, public and private, would assist our institutions in securing and retaining well-trained and attractive people.

Today more colleges and universities, including twenty-one private institutions in North Carolina, provide retirement benefits for their faculties and administrative officers through the Teachers Insurance and Annuity Association of America (TIAA) and its companion organization, the College Retirement Equities Fund (CREF), than

by any other means. This non-profit retirement system for educators permits the faculty member to move from one institution to another without loss of accrued pension benefits. By and large, it offers more attractive features than any state retirement system—full and immediate vesting, transferability of pension benefits, survivor benefits, premium flexibility, and through CREF, a program that offers some hope of maintaining stable purchasing power during retirement. Many TIAA participants are reluctant to accept a post at a college or university that does not offer the opportunity for continued participation in the TIAA-CREF system.

Currently there are 110,000 educators paying premiums on TIAA annuities and this figure is expected to double within the next five or six years. This retirement plan has truly become the symbol of retirement security in privately supported institutions of higher education and is gaining increasing acceptance in state institutions, forty-eight of which already have TIAA-CREF plans. In the academic year 1961-62 alone, eighteen such institutions adopted TIAA-CREF plans: the University of Nebraska, the University of Maine, the University of Kansas, West Virginia University, Marshall University, the four state colleges in Kansas and the nine state colleges in West Virginia. There are state institutions in 20 states that now have TIAA-CREF plans; state institutions in eight states currently have such plans under consideration.

The University of North Carolina has been studying the retirement system of the Teachers Insurance and Annuity Association since early 1961. In February 1962 the appropriate faculty committee of the University submitted its report to the administration recommending the TIAA-CREF program. This recommendation was endorsed by North Carolina State College and Woman's College, and wholehearted approval of the recommendation was expressed by the presidents of all of the tax-supported institutions at a meeting on September 14, 1962.

On December 21, 1962, the Board of Higher Education formally endorsed a proposal to permit members of the faculties and key administrative personnel of all our higher education institutions to withdraw from the Teachers and State Employees Retirement System (TSERS) in order that these institutions might adopt the retirement system of the Teachers Insurance and Annuity Association. On January 7, 1963, this proposal was presented to the Trustees of the TSERS by the Director of Higher Education, on behalf of the Board and the tax-supported higher education institutions in the State.

The absence of a TIAA-CREF retirement plan in our institutions is a serious handicap in our efforts to recruit and maintain outstanding faculties. If we are going to maintain, let alone improve, the academic excellence of our North Carolina tax-supported higher education institutions it is imperative that we do everything possible to place ourselves in the mainstream of academic talent where we can compete favorably with other colleges and universities, both public and private, throughout the nation. Without the proper incentives we shall not succeed in our quest for the best qualified faculty members to staff our institutions of higher education. A TIAA-CREF retirement plan will do much to aid us in our efforts. The Board therefore urges that permission to adopt the TIAA-CREF retirement system be granted to the University and the colleges.

Educational Television

The Governor's Commission on Educational Television, established on May 15, 1962, submitted a preliminary report to Governor Sanford on October 10, 1962. The Commission reported that more than 400 colleges and universities now offer credit

courses by television. Among these institutions are the University of North Carolina, North Carolina State College, Woman's College, East Carolina College and Queens College. The passage in 1962 of the Educational Television Act which authorized the allocation of Federal funds on a matching basis, and the All-Channel Receiver Act which empowers the Federal Communications Commission to require that manufacturers equip television sets to receive UHF as well as VHF, have alleviated two of the major obstacles to ETV expansion. The Commission in its preliminary report recommended:

1. That broadcast educational television be extended to the entire State.
2. That the University of North Carolina be authorized and requested to make application for the channels necessary to extend educational television throughout the State.
3. That an appropriation by the 1963 General Assembly of the funds necessary to carry out this plan be requested.

The Board is aware that educational television has not been adequately exploited by our institutions, and urges further efforts in the experimentation and use of this medium.



CHAPTER III THE STATE SYSTEM OF HIGHER EDUCATION

The Act creating the Board of Higher Education* states that the purpose of the Board shall be "to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina." Among its activities in carrying out its responsibilities for the development of a coordinated system of higher education in the State, the Board sponsored the Community College Act of 1957. It has kept the Act under continuous study in an effort to determine its adequacy in stimulating the development of strong community colleges important to the educational, social and economic development of the State.

On several occasions in 1960 and 1961 the Board discussed the changing technological needs of the State, the need for additional community colleges and the possible need for additional tax-supported senior colleges. In February 1961, after conversations with Governor Sanford, we urged the appointment of a Community College Advisory Committee that would undertake a thorough study leading to a long-range plan for the development of community colleges and of possible additional senior colleges in the State. Governor Sanford accepted the Board's recommendation, subsequently enlarged the scope of the proposed study, and in September 1961 appointed a Commission on Education Beyond the High School consisting of twenty-five laymen, legislators and educators. In appointing the Commission he stated that "the use of such a Commission is a part of our determination to see that the taxpayers get maximum returns in both quality and quantity of education for their dollars." The Commission completed its work in August 1962.

* An Act Creating a State Board of Higher Education and Providing for its Members, Their Qualifications, Selection, Appointment, Powers, Duties, and Financing. (Chapter 1186, Session Laws of 1955, as amended by Chapter 326, Session Laws of 1959.)

Two members of the Board of Higher Education, Chairman L. P. McLendon and W. Dallas Herring (Chairman of the State Board of Education) were members of the Commission. The professional staff of the Board attended most of the meetings of the Commission and its committees, and provided statistical information and assistance through staff studies concerning the new four-year colleges and a system of comprehensive community colleges. Basic research data useful in planning for community colleges, compiled by Dr. James E. Hillman and published by the Board of Higher Education in 1961, and studies of enrollment projections and of the need, location, and service areas of future community colleges by Dr. C. Horace Hamilton, sponsored by the Board and the Commission and published in 1962, were particularly helpful to the Commission.

The 133-page Report of the Commission, distributed in December 1962, contained sixty-one recommendations dealing with State-wide planning and coordination, the University, the creation of new senior colleges, the establishment of a new and expanded system of public community colleges, students, faculties, finance and miscellaneous matters not otherwise classified. The Board of Higher Education endorses the recommendations of the Commission except as herein noted.

State-wide Planning and Coordination

The recommendation of the Commission that several presidents of tax-supported institutions be added to the Board of Higher Education was not favored by the Board. It was the Board's consensus that conflicts of interest could not be avoided if institutional heads were members of the coordinating Board charged with responsibility for promoting the development of a State-wide system of higher education. This was the only subject, it should be noted, that resulted in a Minority Report. Governor Sanford suggested in November 1962 that the heads of all tax-supported institutions and presidents of several private colleges regularly attend meetings of the Board of Higher Education. We welcome this suggestion for we recognize the importance of improved and continuing communications between this Board and all institutions of higher education in North Carolina.

The University

The Commission recommended that the statutes be amended to include a definition of the purposes of the Consolidated University of North Carolina, in lieu of the particular statements now to be found there. The most significant element of this recommendation was to the effect that the University should be the only institution in the State's system of public higher education authorized to award the doctor's degree. We strongly endorse this recommendation and urge its implementation by the General Assembly. The following resolution, adopted by the Board on December 21, 1962, speaks to another important aspect of the University's development:

The Board of Higher Education heartily agrees with the Governor's Commission on Education Beyond the High School that the State can afford and adequately support only one tax-supported university, and reaffirms its confidence in the principle of consolidation of the University of North Carolina that has been in effect for more than three decades. The University, with multiple campuses, can and does give coherence, assurances of quality and optimum use of resources within our University that are envied by other states.

The systematic growth and strengthening of the three campuses of the University since consolidation have been significant; foreseeable demands on the

University will call for even greater strength and unity if future accomplishments are to meet the requirements of the times. The Board therefore applauds the University Administration and Board of Trustees in their efforts to extend the usefulness of North Carolina State College and Woman's College by creating on each of these campuses, as well as on the Chapel Hill campus, a true university environment to the end that we may have in our State one tax-supported University that ranks with the best in the land.

The Commission also recommended that the statutes be amended "to authorize the Consolidated University Board of Trustees to establish additional campuses of the University under conditions prescribed by the Board, subject to applicable statutory procedures." We believe that the Trustees and the Board should jointly be involved in any studies that may lead to the establishment of new campuses, since, to do otherwise, might lead to needless misunderstandings and ill will. The statutes require that the Board (a) promote a "coordinated system of higher education," and (b) approve the establishment of new programs, centers or campuses.

New Senior Colleges

The Commission recommended that the community colleges in Charlotte and Wilmington be converted to four-year degree-granting institutions, and that to this end junior classes be admitted in Fall 1963. It also recommended that when Asheville-Biltmore College achieves an enrollment of 700 full-time equivalent students in college parallel programs that it also move to four-year status. We concur with these recommendations in general and originally favored the recommendation that would defer the transition of Asheville-Biltmore College. After additional study, however, we recommend that this college be permitted to plan for four-year status forthwith, with the intention of initiating the junior year in Fall 1964. Recommendations of the Board concerning the financing of these institutions in the next biennium appear elsewhere in this Report.

Comprehensive Community Colleges

The community colleges and the industrial education centers in North Carolina, both tax-supported institutions of post-high school grade, are completely separate systems at the present time. The community colleges are presently related to the Board of Higher Education and operate under the provisions of the Community College Act of 1957. The industrial education centers are operated under the State level supervision of the State Board of Education. Similarly, the methods of financing the two types of institutions are in no way related. The Governor's Commission recommended, consistent with the prevailing philosophy and on the advice of leaders in this field, that there be created a system of "comprehensive" community colleges having appropriate college parallel, technical-vocational, and adult education curricula responsive to the needs of the areas served by the colleges. An analysis of enrollment trends and a study of areas of the State with sufficient population density to assure the success of an institution for commuting students but lacking either public or private higher education facilities of any kind revealed the need for several additional community colleges. The Commission therefore recommended the establishment of fifteen comprehensive community colleges to be supervised by the State Board of Education. We endorse this recommendation in the realization that the community colleges and industrial education centers, which will tend to become more rather than less alike,

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should be brought together into one system of post-high school institutions of two-year grade. Further, it is entirely appropriate that these comprehensive two-year colleges, created to play and to continue to play a versatile and flexible role between the high school and the four-year college, should be supervised by the State Board of Education.

The Commission also recommended the creation of a State Community College Advisory Council of at least seven persons, "to make recommendations to the State Board of Education on matters relating to personnel, curricula, finance, articulation and coordination with other institutions, and other matters concerning the community college program." There must be close working relationships between the community colleges and other institutions of higher education. College parallel programs in the community colleges must be of such quality as to ensure the successful transfer of students to senior institutions, public and private. These factors suggest the importance of representation from one or more of the four-year colleges and the Board of Higher Education or its staff on the State Community College Advisory Council. We therefore recommend that several members of the Advisory Council be selected from senior institutions and the Board of Higher Education or its staff.

We also recommend that further careful study be given to the method of appointing trustees of the comprehensive community colleges. In view of possible multi-county support of community colleges, we specifically suggest that the Commission's recommendation in this regard be amended to indicate that the twelve members of the board of trustees of each community college be appointed as follows: four by the Governor, four by the board or boards of county commissioners of the county or counties supporting the college, and four by the board or boards of education in the county or counties supporting the college, all twelve to serve six-year overlapping terms.

Finance

The Commission recommended that "the fixing of tuition and fees at the public institutions of higher education continue to be the responsibility of the boards of trustees of these institutions." We would add that the fixing of tuition and fees should be consistent with legislative budgetary determination. In discussing this recommendation, the Board suggested that there be developed a continuing and consistent policy concerning the financing of housing and service facilities at the institutions. A number of other states require that dormitories and related facilities be totally self liquidating. This appears to be a sound policy which permits State support of instructional programs to be proportionately increased, with due regard to holding *total* student costs at a relatively stable level. A recommended policy in this connection appears in Chapter IV of this Report.

Comments on the State System of Higher Education

In accordance with the statutory purpose of the Board of Higher Education, and as noted in previous biennial reports, we envisage a system of higher education consisting of comprehensive community colleges, senior colleges and the University. This might be thought of as a tripartite system, all interrelated but each having responsibilities that differ in range and kind from each of the other parts. With the addition of our private institutions, junior and senior, which have played and do play a very important role, there emerges a solid educational pyramid comprised of community and junior colleges at its base, at the second level the senior colleges, and at the apex as centers of advanced study and research the universities of the State.

The Report of the Governor's Commission appropriately delineated the State's system of public higher education as consisting of the Board of Higher Education, the Consolidated University of North Carolina, the public senior colleges and the comprehensive community colleges, and reaffirmed the need for planning and coordination in higher education in these words:

*The public system of post-high school education is going to grow. The times demand it. It is essential that such growth be well-planned and coordinated if the public's investment of money and energy is to produce maximum returns in terms of educational services to the people of the state. The state must have, in short, a functioning system of public higher education and not a mere aggregation of independent institutions, each pursuing its own conception of the public interest.**

The Report also spoke to the responsibility of *all* for the successful functioning of the system of higher education:*

constant attention must . . . be given to making our public institutions and programs function as a true system of post-high school education. This must be done . . . in order that the public funds devoted to that purpose may yield the maximum in terms of full and available educational opportunity for our people.

The system . . . must be infused with a coherent sense of purpose and direction. Each element of the system must have a defined mission to serve within a framework of defined state educational policy. . . .

Each institution has a significant role to play within the larger framework, and should aspire to excellence within its sphere of operation and work toward being the best institution of its kind to be found anywhere. The support of trustees, alumni, administrators, faculties, students and the public generally is imperative if a true system of higher education is to be developed in North Carolina. We all share this responsibility in the interests of our students, our institutions, and our State.

The State's ability to provide the facilities needed by the ever larger numbers of qualified students who will seek education beyond the high school cannot fail to be strained. Therefore, it is all the more urgent that all available facilities be used to optimum advantage. We urge therefore that each of our institutions prepare for year-round operation on academic calendars (i.e., trimesters, quarters, etc.) that will make for the most efficient use of available resources, and permit students systematically to accelerate their education.

The recommendations of the Governor's Commission concerning the University, senior colleges, and comprehensive community colleges, if enacted into law by the General Assembly, represent a significant step forward in the development of a State system of higher education and of public education in general. Public education through high school has for a number of years been available to all citizens of the

* **The Report of the Governor's Commission on Education Beyond the High School**, Raleigh, N. C., 1962. The Commission on Goals of the Southern Regional Education Board recommended in 1961 that every State in the region "have a central agency for long-rang planning and coordination," noting that "state officials must have a responsible agency to provide the complete picture of higher education in the state." (**Within Our Reach**, p. 41.)

* The Commission on Goals of the Southern Regional Education Board in **Within Our Reach** (1961) stated that "to achieve excellence, institutions of higher learning and their supporters must practice self-restraint and determine to perform existing functions well before assuming new ones."

State who are sufficiently motivated and capable of profiting from this opportunity. The proposal that public community colleges be established in a number of areas lacking higher educational facilities brings considerably closer the ideal of educational opportunity for all citizens who are interested in and qualified for additional education beyond high school. The individual and the State will share in the benefits to be derived from this extension of educational opportunity and, mutually, have large stakes in its development. The economic and cultural progress of society and of the individual depend upon education at ever more sophisticated levels. Occupational opportunities increasingly require education and training unheard of previously, and persons lacking appropriate vocational or professional skills in the future will increasingly and perpetually be disadvantaged in their efforts to live fruitful and satisfying lives. The challenge facing higher education is great. We have confidence that all of the people of North Carolina will accept this challenge, and that progress already achieved on a variety of fronts will continue at a quickened pace.



CHAPTER IV: BUDGET RECOMMENDATIONS

In accordance with the provisions of Article 16, Chapter 116, General Statutes of North Carolina, the Board of Higher Education has reviewed and appraised the biennial budget requests of all institutions, and has the honor to transmit its comments and recommendations with respect to the budget requests for the 1963-65 biennium. These have earlier been brought to the attention of the Advisory Budget Commission and the Director of the Department of Administration and his staff. The Board certifies that the budgets requested by the several institutions and the recommendations herein recorded are consistent with the primary purposes and functions allocated to the institutions by the statutes.

"A" BUDGETS

Budget requests under the "A" Budget concept are for appropriations to continue existing essential operations at the present level of services. The Department of Administration reviewed these requests and conferred with representatives of institutions during the budget preparation period for the purpose of identifying any items which properly should have been included in "B" Budget requests. The increases which are involved in these requests reflect primarily the requirements arising from expected increases in enrollment. We believe that the amounts of the "A" Budget requests represent the minimum State appropriations needed for the 1963-65 biennium, and recommend their approval.

The "A" Budget requests submitted by the institutions total \$40,267,611 for 1963-64 and \$41,800,479 for 1964-65. These represent increases over appropriations budgeted

for 1962-63 of \$2,667,940 for 1963-64 and \$4,200,808 for 1964-65, or 7.1% and 11.2% respectively. Precise data for each institution are shown in the Tables in the latter part of this Report.

The "A" Budget requests for the twelve degree-granting institutions, excluding budget requests for certain related services, total \$31,752,730 for 1963-64 and \$33,034,330 for 1964-65, or 8.1% and 12.5% respectively. Comparable increases in the average annual enrollment for the regular session projected for these institutions over 1962-63 are 5.6% in 1963-64 and 10.8% in 1964-65.

"B" BUDGETS

The "B" Budget requests submitted by the institutions represent increases of \$8,520,004 for 1963-64 and \$11,170,153 for 1964-65 over appropriations requested in the "A" Budgets. These requests relate to the expansion of the present level of services and provide for new activities.

The combined "A" and "B" Budget requests of these institutions, including budgets for related services, amount to \$48,787,615 for 1963-64 and \$52,970,632 for 1964-65. The percentage increase of these requests over appropriations budgeted for 1962-63 are 29.8% for 1963-64 and 40.9% for 1964-65.

All of the "B" Budget requests have merit. However, the institutions acknowledge a priority of need in the enrichment of present programs and activities. The Board believes that the most pressing and urgent need of all our institutions is to increase the level of salaries for faculty members. All of the presidents of our institutions concur. Consequently, we have undertaken as our main objective in making "B" Budget recommendations the improvement of faculty salaries. Special attention has also been focused on the need to increase the level of support for libraries.

Faculty Salaries

Who are the real competitors of our University and of our four-year colleges? Having determined the true competitors, what are the average salaries, by professorial rank, which are needed in our institutions to make it possible that salaries be realistically competitive? The reasoning implicit in this approach has served as the basis for our recommendations.

The recruiting problem of the University epitomizes the difficulties. If the State expects to continue to have a University recognized nationally, and internationally, for its excellence, the fact must be faced that our competition for faculty is not limited to the South nor to state-supported institutions. In recent years salaries at colleges in the South, and those at state universities generally over the country, have increasingly fallen behind the national average. It is not realistic to compare our University salaries only with those of other institutions in our own region or only with those of other state-supported institutions. In the University's search for a distinguished physicist or historian it is competing with Stanford, Chicago and Harvard and not merely with Texas, Virginia or other state-supported universities.

The competitors of the University are those major universities over the country that are doing, in addition to diversified undergraduate work, substantial graduate work of high quality. Forty-one of these institutions, including the University of North Carolina at Chapel Hill, are members of the Association of American Universities. The University is 25th from the top of 31 reporting members of this Association with respect to the average salary paid to a full professor. Further, the average pay of pro-

fessors within the University, when compared with all public universities (including all the Southern state universities and the many municipal universities) is about \$1,500 below the national average. Comparison with the national average of all private universities is even less favorable, for not one of our university units is paying average salaries to professors within \$3,000 of the national average. The need for substantial improvement at the upper professorial ranks is urgent. This need has been emphasized anew in recent statements of the President of the University.

The Board's recommendations for the University narrow the gaps in the salary differentials on these separate campuses. We believe that these differentials should be further reduced in future biennia to the end that all of the campuses be brought to a single University status.

Similarly, in considering the functions of each of the other institutions in our State system and comparing them with institutions over the nation of like function, it becomes obvious that every institution in the system needs increased support for salaries. Some are not far behind their competitors; others are so far behind as to be at an appalling disadvantage in obtaining adequate faculty.

During the last few years great advances have been made nationally in improving faculty pay. The average salary of faculty members at institutions of all kinds has risen during the last seven years at the rate of about 6.6% a year. The South has not shared proportionately in this advance, but any realistic fixing of faculty compensation demands that we in the South take into account this national escalation.

The Board believes therefore that we in North Carolina, recognizing the need and desire for an educational system of the first rank, must make a great effort in this biennium to lift the pay of our college teachers to standards that are competitive for the best talent. The figures which we recommend, if adopted, will constitute a tremendous step forward and should markedly improve the quality of our institutions in the years ahead.

We believe it essential that by the end of the biennium the State achieve the level of salary support which we recommend. We think it desirable, on both educational and economic grounds, that this level be reached in two steps rather than in one. Accordingly we recommend that half of the increase be made in the first year and the other half in the second year of the biennium.

The Board has recommended since 1957 that appropriations for salary increases be made to each institution in a lump sum to be used at the discretion of the administration and trustees of each institution. We urge that this policy be continued.

The amounts shown below are recommended by the Board for salary *increases* for faculty and administrative positions exempt from the State Personnel Act:

	1963-64	1964-65
UNC—Consolidated Office	\$ 10,500	\$ 10,500
UNC—Academic Affairs	607,280	1,263,065
UNC—Health Affairs	250,458	500,915
N. C. State College	411,715	914,601
Waman's College	142,493	336,493
East Carolina College	293,125	586,253
A & T College	145,291	290,583
Western Carolina College	96,235	192,471
Appalachian State Teachers College	139,982	279,963
Pembroke State College	42,084	82,168
Winston-Salem Teachers College	43,516	84,034
Elizabeth City State Teachers College	31,275	64,701
Fayetteville State Teachers College	40,803	79,972
N. C. College at Durham	101,618	203,240
Subtotals	\$ 2,356,375	\$ 4,888,959

N. C. Memorial Hospital
 Psychiatric Center
 Agricultural Experiment Station
 Industrial Extension Service

Totals

16,300
 6,000
 114,962
 3,639

\$ 2,497,276

32,600
 12,000
 229,925
 7,278

\$ 5,170,762

**Salaries of Heads
 of Institutions**

A study of the salaries of heads of educational institutions over the country indicates that the salaries of chief administrative officers at all of our institutions are too low. To scrimp here is poor economy. A general raising of the level of pay is urgently needed.

Four of our institutions require special comment: Winston-Salem Teachers College, Elizabeth City State Teachers College, Fayetteville State Teachers College and Pembroke State College. In these institutions the salaries of the presidents are woefully inadequate. The current salary of \$11,000 is not sufficient to secure and retain the kind of leadership which the State needs. Further, such a salary level automatically establishes a damagingly low ceiling on salaries for deans, department heads and other key academic personnel. For example, recent efforts of one of these institutions to employ a well qualified academic vice-president have come to naught as all the candidates interviewed have required more salary than the president currently receives. The salary of the head of each of these four institutions should be raised substantially.

**Libraries:
 Books and Journals**

The library is the heart of any good institution, and the quality of instruction is inextricably intertwined with the quality and adequacy of its library. Substantial progress has been made in the years since 1956-57 in providing each of our institutions with additional funds to acquire more books and journals. In 1956-57 the funds available for purchase of books and journals totaled \$304,700 for all twelve institutions. This has been increased since to a total of \$848,741 for the current year 1962-63. Book collections have increased through June 1962 by approximately 600,000 volumes to a total of 2,303,978. This record is praiseworthy but much remains to be done in the years ahead to achieve strong libraries suitable to the needs of students and faculty members of our institutions.

The library requests of all institutions have been carefully studied and, in making recommendations, we have considered these factors among others: (1) the type of institution and the level and diversity of its academic offerings, and the probable changes in level and diversity during the next few years; (2) the present size of the student body and the rate of growth; (3) the accessibility of other library facilities; and (4) the present size of the library collection.

A great research library is a necessity for the campuses of the University. Such a library has special needs and demands continuing and extensive financial support.

State support of the libraries, as suggested in the table below, and continuing substantial support through several biennia, will achieve at the end of a decade libraries of which the State can be proud and which will be well adapted to the needs of the institutions.

The library cooperation that now exists between some of our public and private institutions needs to be extended and improved. Specifically, we recommend that the exchange of books, the establishment of union catalogs, and the use of shuttle buses to transport students, faculty, and books among institutions within practical commuting

distance be established as standard procedure. This practice will greatly increase the use of the educational resources of the State. In this connection, the Board in late 1962 appointed a committee from the institutions to give further study to the whole matter of library needs with the hope of establishing a firm and realistic basis for future library appropriations.

LIBRARIES—BOOKS AND JOURNALS

	Total Bound Volumes	Budget for Books	Requests for Books				Recommendations by Board	
			"A" Budget		"B" Budget		"B" Budget	
			1963-64	1964-65	1963-64	1964-65	1963-64	1964-65
UNC—Academic Affairs	1,123,747	\$288,506	\$301,777	\$317,732	\$110,544	\$112,865	\$110,544	\$112,865
UNC—Health Affairs		26,725	26,725	28,431	941	3,941	941	3,941
N. C. State College	246,686	172,883	185,850	211,400	54,240	54,240	54,240	54,240
Waman's College	210,264	68,509	73,500	76,000	40,000	25,000	40,000	45,000
East Carolina College	167,801	82,774	110,000	112,000	—	—	—	—
A & T College	108,284	62,540	65,917	69,357	15,000	15,000	15,000	15,000
Western Carolina C.	53,405	29,102	34,922	37,541	50,000	50,000	9,000	9,000
Appalachian S. T. C.	100,680	36,176	42,000	43,000	12,500	12,500	12,500	12,500
Pembroke State C.	30,001	8,606	12,000	12,000	—	—	5,000	5,000
Winston-Salem T. C.	48,959	11,600	12,000	12,000	—	—	6,000	6,000
Elizabeth City S. T. C.	36,850	8,735	9,870	9,870	—	—	6,000	6,000
Fayetteville S. T. C.	43,700	9,762	9,762	9,762	10,000	10,000	7,000	7,000
N. C. College at D.	133,601	42,823	47,823	47,823	50,000	—	25,000	25,000
TOTALS	2,303,978	\$848,741	\$932,146	\$986,916	\$343,225	\$283,546	\$291,225	\$301,546

Operating Budgets— Wilmington, Charlotte and Asheville-Biltmore Colleges

The Governor's Commission on Education Beyond the High School recommended that Wilmington College, Charlotte College and Asheville-Biltmore College be developed into four-year institutions. The Board concurs in these recommendations and urges the General Assembly to authorize the conversion of these three colleges.

It is our recommendation that the entire amount of the "A" Budget requests of these institutions be appropriated subject to this modification: If the General Assembly approves the conversion of one or more of these institutions at any time during the biennium to four-year colleges, then the amount of the "A" Budget requests of any converting institution upon approval by the Board of Higher Education would be disbursed by the Department of Administration, not on the traditional basis of quarter-hours delivered, but rather on a flexible basis in order to operate the institution during the period of conversion and to aid in effecting the conversion.

We estimate that approximately \$2,000,000 in additional funds will be needed in this biennium if conversion of the three institutions is authorized, and we recommend appropriation of a lump sum in this amount to the Department of Administration, \$800,000 for the first year of the biennium and \$1,200,000 for the second year. These funds would be disbursed in the same manner as that referred to in the paragraph above.

CAPITAL IMPROVEMENTS

Because of the failure of the bond election authorized by the 1961 General Assembly, the colleges now have even more urgent needs for capital improvements than was the case two years ago.

Requests of the several institutions for capital improvements in the 1963-65 biennium total \$91,414,468. In making our recommendations on these requests, we have assigned each item to one of four categories: (1) Urgently needed—first priority; (2) Urgently needed—second priority; (3) Justified but less pressing needs; and (4) Not recommended in this biennium. Most of the items in the first two categories were included in the defeated bond issue. Further, we have recommended that new dormitories be fully self liquidated and that student centers be self liquidated to the extent of one-half of the cost. These recommendations are discussed in more detail later in this Report.

The community colleges at Asheville, Charlotte and Wilmington, which may become four-year colleges in the next biennium, have submitted requests for the full cost of capital improvements amounting to \$5,718,000 in the 1963-65 biennium. These colleges, as senior colleges, will experience a substantial growth in enrollments during the next few years and the requested buildings and improvements will be urgently needed by the time they can be constructed. Our recommendations on these requests appear with those for all other institutions.

The two other existing community colleges—College of the Albemarle and Mecklenburg College—will continue as members of the new comprehensive community college system when and if the recommendations of the Governor's Commission are enacted into law. This poses special fiscal problems for these two institutions. Under the present Community College Act the localities and the State participate equally in the acquisition of land and the construction of facilities. Under the new Act, as envisioned by the Commission, the localities would provide entirely for acquisition of land and the construction of facilities. The Board therefore recommends that State funds be provided these institutions to match local funds (or property contributed at an appraised value) yet unmatched, prior to their incorporation into the new community college system. Further, it must be pointed out that Gaston College, chartered under the present Act, will be eligible to claim State funds to match \$500,000 to be provided locally within the current biennium. If such funds are made available, we urge that matching State funds be provided.

Utilization of Present Facilities

The Board is pleased to report that in the last two years most of our institutions have made marked progress in the development of summer sessions. This improvement has been possible, in part, because of the State's increased support for summer sessions. Some of our institutions are utilizing their facilities as fully in the summer as in the rest of the year. This means a substantial saving to the State in the over-all cost of providing educational facilities to meet the growing demand.

In 1957 the average utilization of non-laboratory classrooms at our institutions (excluding community colleges) was 15.7 hours a week. By 1961 this average had risen to 19.9 hours a week. This is about the national average, and we are confident that even greater utilization will be achieved during the coming biennium. Even so, this matter needs the continuing attention of the administrations of our various institutions.

Financing the Construction of Dormitories and Student Centers

Dormitories—Except for the 1959-61 biennium, all dormitories constructed since 1955 have been financed on a self liquidating basis through Federal (Housing and Home Finance Agency) loans. The State provided funds for one-half of the cost of dormitories approved for 1959-61 except for a dormitory at Pembroke State College provided entirely by State funds. All of our institutions are self liquidating one or more

dormitories wholly or in part except Pembroke State College, Elizabeth City State Teachers College, and Fayetteville State Teachers College.

As the State moves toward the establishment of non-residential comprehensive community colleges where tuition and other student costs will be kept low, it is important that the State establish a definite and continuing policy in our senior institutions with respect to dormitories and other non-academic student facilities and services.

The Board recommends that new dormitories henceforth be fully self liquidated *with the understanding* that the State will provide support for a greater portion of the educational program in order that tuition and fees be kept at the lowest possible level. As student housing costs increase due to self liquidation of the cost of dormitories, the over-all costs to the student should remain essentially as they now are through proportionate *reduction* of tuition and fees.

Student Centers—Only two of our institutions have received State funds for new student centers since 1947. Other institutions have made similar requests in more recent years only to be denied because of more pressing capital improvement needs. Most of our institutions have little or nothing in the way of student center facilities. Requests of institutions for these facilities in the 1963-65 biennium amount to \$8,320,000.

Federal funds for the construction of student centers have been available for several years through the Housing and Home Finance Agency for any institution wishing to construct this type of facility on a self liquidating basis. This type of financing would require that student fees be increased to pay the annual debt service and interest charges on the loan. Because of the necessity to add to student costs, our institutions have not been in favor of borrowing funds to construct student centers even though the need is great.

An adequate student center makes an important contribution to the total education of a student through its many recreational, social and cultural purposes. It serves as the focal point on campus for student government organizations and student directed programs and activities involving the entire student body, and also meets the special needs of local and commuting students.

The Board strongly urges that one-half of the cost of new student centers, or additions to student centers, be paid for by the State and that the other half be self liquidated. We are fearful that if this policy is not adopted, student centers will most likely not be constructed, particularly at those institutions where they may be needed most.

Land Acquisition

In considering the desirability of the acquisition of additional land at our institutions we need to think two decades or more ahead. Where it appears reasonably certain that an institution will have need for land, we urge that the State purchase it as early as it can be secured at a fair price. In some cases condemnation may be justified and necessary.

Requests for land in the 1963-65 biennium amount to \$3,747,000. We recommend that no appropriations for land be made directly to educational institutions but that instead a lump sum of \$2.5 million for the biennium be appropriated to the Department of Administration. This sum would be used in acquiring needed land for all of the institutions as it becomes available, subject to approval of the Board of Higher Education and of the Department of Administration. This method has been used in the past and has been found to contribute to the economical procurement of land and to make possible a flexibility of procedure which is needed.

**Capital Improvements
Requested for the 1963-65
Biennium by Institutions
and Recommendations of
the Board of Higher
Education**

(Priorities Designated by Board of Higher Education)

Summary of Requests by Institutions

University of North Carolina—General Administration	\$ 145,000
University of North Carolina	14,475,000
North Carolina State College	13,265,500
N. C. State College—Agricultural Experiment Station	2,316,000
Wamont's College	4,508,000
East Carolina College	10,429,000
Agricultural and Technical College	6,404,500
Western Carolina College	9,025,168
Appalachian State Teachers College	10,193,300
Pembroke State College	1,038,000
Winston-Salem Teachers College	1,812,500
Elizabeth City State Teachers College	3,414,000
Fayetteville State Teachers College	2,806,500
North Carolina College of Durham	5,234,000
Asheville-Biltmore College	1,406,000
Charlotte College	3,812,000
Wilmington College	500,000
College of The Albemarle	260,000
Mecklenburg College	370,000

Total

\$91,414,468

Summary of Board's Recommendations by Priority

Urgently Needed—1st Priority	\$35,410,633
Urgently Needed—2nd Priority	18,804,000
Justified But Less Pressing Needs	<u>13,724,168</u>
	\$67,938,801*
Recommended for Self-Liquidation**	<u>18,030,667</u>

Total

\$85,969,468

* Includes requests for land acquisition totaling \$3,747,000. The Board recommends that a lump sum of \$2.5 million be appropriated to the Department of Administration to be used to acquire needed land for all institutions.

** See discussion, pp. 36-37.

UNIVERSITY OF
NORTH CAROLINA

General Administration

	REQUESTED	RECOMMENDED FOR	
		APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—2ND PRIORITY			
Purchase and Installtion of Videotape Recorder for WUNC-TV	\$ 50,000	\$ 50,000	
JUSTIFIED BUT LESS PRESSING NEEDS			
Purchase of Reol Estote Adjoining Consolidated University Office Building	\$ 95,000	\$ 95,000*	
* See discussion of land acquisition on page 37.			
GRAND TOTAL	\$ 145,000	\$ 145,000	

UNIVERSITY OF
NORTH CAROLINA

	REQUESTED	RECOMMENDED FOR	
		APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Ambulatory Potient Care Facility	\$ 2,500,000	\$ 2,500,000	\$
Renovate ond Provide Basic Equipment for Ground Floor, MacNider Hall	155,000	155,000	
Undergraduote Librory ond Student Center	3,315,000	2,315,000	1,000,000
Addition to Heating Plant ond Steom Piping System (50% of cost requested)	690,000	690,000	
Wilson Holl Addition	1,000,000	1,000,000	
Total	\$ 7,660,000	\$6,660,000	\$ 1,000,000
URGENTLY NEEDED—2ND PRIORITY			
Wilson Librory Renavotion	\$ 65,000	\$ 65,000	\$
Cafeteria	1,100,000	1,100,000	
Renovate Old Phillips Holl	460,000	460,000	
Dormitory for 725 Men			
(50% of cost requested)	997,000		997,000
Addition ond Alterations to Davie Hall	903,000	903,000	
Total	\$ 3,525,000	\$ 2,528,000	\$ 997,000
JUSTIFIED BUT LESS PRESSING NEEDS			
Auditorium Addition to Woallen Gymnasium	\$ 1,230,000	\$ 1,230,000	\$
Dormitory far 200 Women			
(50% of cost requested)	275,000		275,000
Law School Building	1,435,000	1,435,000	
Purchase of Boity Lond—50 Acres	250,000	250,000*	
Purchase of Booker Land—2.14 Acres	100,000	100,000*	
Total	\$ 3,290,000	\$ 3,015,000	\$ 275,000
* See discussion of lond ocquisition on page 37.			
GRAND TOTAL	\$14,475,000	\$12,203,000	\$ 2,272,000

**NORTH CAROLINA
STATE COLLEGE**

		REQUESTED	APPROPRIATION	RECOMMENDED FOR SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY				
Building Repairs, Utilities and Improvements				
a.	Coal handling equipment	\$275,000		
b.	Utility repairs and additions	200,000		
c.	Building repairs and renovations	180,000		
d.	Culvert in Rocky Branch	180,000		
e.	Roads, walks and landscape	270,000	\$ 1,105,000	\$ 1,105,000
	Rewiring Ricks Hall	35,000	35,000	
	Rewiring Patterson Hall	30,000	30,000	
	Addition to Gardner Hall	1,105,000	1,105,000	
	Physical Sciences Building	1,780,000	1,780,000	
	Equipment for Civil Engineering	320,000	320,000	
	Remodel Daniels Hall	325,000	325,000	
	Air Conditioning Library	350,000	350,000	
Total		<u>\$ 5,050,000</u>	<u>\$ 5,050,000</u>	
URGENTLY NEEDED—2ND PRIORITY				
	Forestry Building	\$ 895,000	\$ 895,000	\$
	Addition and Alterations for Brooks Hall	315,000	315,000	
	Remodel Broughton Building (Diesel Wing)	180,000	180,000	
	Purchase of Land	350,000	350,000*	
	Improvements to Nuclear Reactor Facilities	20,000	20,000	
	Renovate Nuclear Science Building	63,000	63,000	
	Renovate Polk Hall (old part)	30,000	30,000	
	Food Sciences Building	2,335,000	2,335,000	
	Robertson Laboratory Addition	157,500	157,500	
	Dormitory for 800 Men (50% of cost requested)	1,100,000		1,100,000
Total		<u>\$ 5,445,500</u>	<u>\$ 4,345,500</u>	<u>\$ 1,100,000</u>
* See discussion of land acquisition on page 37.				
JUSTIFIED BUT LESS PRESSING NEEDS				
	Dormitory for 800 Men (50% of cost requested)	\$ 1,100,000	\$	\$ 1,100,000
	Dormitory for 300 Women (50% of cost requested)	415,000		415,000
	Renovations in Nelson Building (Textiles)	125,000	125,000	
	School of Education Building	1,090,000	1,090,000	
	Central Research Building	40,000	40,000	
Total		<u>\$ 2,770,000</u>	<u>\$ 1,255,000</u>	<u>\$ 1,515,000</u>
GRAND TOTAL		<u>\$13,265,500</u>	<u>\$10,650,500</u>	<u>\$ 2,615,000</u>

* See discussion of land acquisition on page 37.

**NORTH CAROLINA
STATE COLLEGE**

**Agricultural Experiment
Station**

	RECOMMENDED FOR		
	REQUESTED	APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Modernizing Dairy Farm Facilities	\$ 9,000	\$ 9,000	
Buildings for Horticulure Craps Research (Castle Hayne)	16,000	16,000	
Building far Mauntain Horticulure Craps Research (Fletcher)	52,000	52,000	
Buildings at Sandhill Research Station (Jackson)	16,000	16,000	
Compartment Curing Barn—Upper Piedmant Research Station (Reidsville)	6,000	6,000	
Total	\$ 99,000	\$ 99,000	
URGENTLY NEEDED—2ND PRIORITY			
Tabacca Research Buildings and Acquisition of Additional Land—Caastal Plains Area	\$ 110,000	\$ 110,000	
Purchase of Finley Land—800 Acres	800,000	800,000*	
Total	\$ 910,000	\$ 910,000	
JUSTIFIED BUT LESS PRESSING NEEDS			
Animal Disease Labaratory and Isalation Unit	\$ 570,000	\$ 570,000	
Swine and Breeding Facility—Finley Farm	117,500	117,500	
Facilities far Research in Dairy Praduction—Finley Farm	121,000	121,000	
Paultry Farm an Finley Land	498,500	498,500	
Total	\$ 1,307,000	\$ 1,307,000	
GRAND TOTAL	\$ 2,316,000	\$ 2,316,000	

* See discussion of land acquisition on page 37.

* See discussion of land aquisition on page 37.

WOMAN'S COLLEGE

	REQUESTED	RECOMMENDED FOR	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Renovation and/or Replacement of the Utility System			
o. Electrical distribution	\$400,000		
b. Water and fire lines	83,000		
c. Sanitary sewer system	65,000		
d. Storm sewer system	175,000		
e. Steam distribution	<u>215,000</u>	\$ 938,000	\$ 938,000
New Boiler and Accessories	340,000		340,000
Improvement of Hot Water Supply in Dormitories	50,000		50,000
Renovation of Electrical Wiring and Lighting			
o. Rosenthall gymnasium	\$ 35,000		
b. Dining Hall	30,000		
c. Jackson Library	60,000		
d. Strong Building	50,000		
e. Science Building	65,000		
f. Elliott Hall	30,000		
g. Aycock Auditorium	<u>100,000</u>	370,000	370,000
Dormitory Renovations	300,000		300,000
Air-Conditioning Library	200,000		200,000
Aycock Music Building Addition	<u>980,000</u>		<u>980,000</u>
Total	<u>\$ 3,178,000</u>	<u>\$ 3,178,000</u>	
URGENTLY NEEDED—2ND PRIORITY			
Dining Hall Improvements	\$ 200,000	\$ 200,000	
Widening West Drive	60,000	60,000	
Art Department Addition (McIver)	<u>500,000</u>	<u>500,000</u>	
Total	<u>\$ 760,000</u>	<u>\$ 760,000</u>	
JUSTIFIED BUT LESS PRESSING NEEDS			
Purchase of Land	\$ 305,000	\$ 305,000*	
Nursery School Addition	40,000	40,000	
Two Home Management Homes	65,000	65,000	
Swimming Pool Addition	<u>160,000</u>	<u>160,000</u>	
Total	<u>\$ 570,000</u>	<u>\$ 570,000</u>	
* See discussion of land acquisition on page 37.			
GRAND TOTAL	<u>\$ 4,508,000</u>	<u>\$ 4,508,000</u>	

**EAST CAROLINA
COLLEGE**

	<u>REQUESTED</u>	<u>APPROPRIATION</u>	<u>SELF-LIQUIDATION</u>
URGENTLY NEEDED—1ST PRIORITY			
Dormitory for 400 Women (Replacing Wilson Dormitory for 190 Students)	\$ 1,100,000	\$ 513,000	\$ 587,000
Library Addition	519,000	519,000	
Wright Building Addition (Student Center)	650,000	325,000	325,000
Classroom Building (Education & Psychology)	815,000	815,000	
Total	<u>\$ 3,084,000</u>	<u>\$ 2,172,000</u>	<u>\$ 912,000</u>
URGENTLY NEEDED—2ND PRIORITY			
Music Building	\$ 1,200,000	\$ 1,200,000	\$
Land Purchase	210,000	210,000*	
Dormitory for 500 Men	1,375,000		1,375,000
Jones Cafeteria Addition	157,000	157,000	
Replace Austin	970,000	970,000	
Maintenance Shop Addition	28,000	28,000	
Men's Gymnasium	1,400,000	1,400,000	
Walks and Drives	70,000	70,000	
Total	<u>\$ 5,410,000</u>	<u>\$ 4,035,000</u>	<u>\$ 1,375,000</u>
* See discussion of land acquisition on page 37.			
JUSTIFIED BUT LESS PRESSING NEEDS			
Dormitory for 400 Women	\$ 1,100,000	\$	\$ 1,100,000
Classroom Building (Home Economics & Nursing)	750,000	750,000	
Outdoor Athletic Facilities	85,000	85,000	
Total	<u>\$ 1,935,000</u>	<u>\$ 835,000</u>	<u>\$ 1,100,000</u>
GRAND TOTAL	<u>\$10,429,000</u>	<u>\$ 7,042,000</u>	<u>\$ 3,387,000</u>

* See discussion of land acquisition on page 37.

A & T COLLEGE

	REQUESTED	APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Boiler and Piping	\$ 120,000	\$ 120,000	\$
Compus, Lights, Wolk	55,000	55,000	
Biology Building	885,000	885,000	
Dormitory for 200 Women (Reploring Vonstory for 66 Students)	550,000	183,333	366,667
Student Center	1,040,000	520,000	520,000
Music and Art Building, Equipment	25,000	25,000	
Air-Conditioning Library	180,000	180,000	
Total	\$ 2,855,000	\$ 1,968,333	\$ 886,667
URGENTLY NEEDED—2ND PRIORITY			
Form and Doiry Additions	\$ 59,500	\$ 59,500	
Motheletics Building	700,000	700,000	
Renovotion of Groham Building	160,000	160,000*	
Total	\$ 919,500	\$ 919,500	
* Renovation will follow completion of new Mathematics Building.			
NOT RECOMMENDED FOR THIS BIENNIUM			
Dormitory for 400 Men	\$ 1,100,000		
Physicol Education Building	1,030,000*		
Trode Shop Equipment	130,000		
Purchase of Lond	370,000**		
Total	\$ 2,630,000		
* An additional building for physical education has recently been acquired on a tract of land purchased by the college.			
** Purchased since request was made.			
GRAND TOTAL	\$ 6,404,500	\$ 2,887,833	\$ 886,667

**WESTERN CAROLINA
COLLEGE**

	REQUESTED	RECOMMENDED FOR	
		APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Addition to Cafeteria	\$ 151,000	\$ 151,000	\$
Addition and Alterations, Water System	270,000	270,000	
Expansion of Utilities	200,000	200,000	
Student Center	1,400,000	500,000	500,000
Total	\$ 2,021,000	\$ 1,121,000	\$ 500,000

URGENTLY NEEDED—2ND PRIORITY			
Two Dormitories for 200 Students Each	\$ 1,100,000	\$	\$ 1,100,000
Renovations and Additions, Stillwell Building	135,000	135,000	
Additions and Alterations, Hunter Library	503,000	100,000*	
Walks, Drives and Landscaping	75,000	30,000	
Total	\$ 1,813,000	\$ 265,000	\$ 1,100,000

* Some space in the present library is not used for library purposes, but after a new student center is completed the entire library building will be available for library purposes. Some money is needed to convert portions of the building to its intended purposes and this conversion should substantially reduce the size of the addition which will be needed. The Board recommends that \$100,000 be provided for an addition to the building as well as for conversion of space within the present building.

JUSTIFIED BUT LESS PRESSING NEEDS			
Education and Psychology Building	\$ 1,142,000	\$ 1,142,000*	
Dormitory for 200 Students	550,000		\$ 550,000
Cafeteria No. 2	768,000	768,000	
Home Economics, Fine Arts Building	1,645,000	1,645,000*	
Campus Laboratory School Addition	261,168	261,168	
Equipment, Campus Laboratory School	60,000	60,000	
Playground and Physical Education Fields, Laboratory School	25,000	25,000	
Total	\$ 4,451,168	\$ 3,901,168	\$ 550,000

* The conversion of the old laboratory school to classroom use (for which money has already been appropriated) will give the college approximately twenty-five additional classrooms and may make the request for a new Education and Psychology Building and the request for a new Home Economics and Fine Arts Building premature.

NOT RECOMMENDED FOR THIS BIENNium			
Addition to Bird Administration Building	\$ 125,000		
Additions to Physical Education Facilities	65,000		
Dormitory for 200 Students	550,000		
Total	\$ 740,000		
GRAND TOTAL	\$ 9,025,168	\$ 5,287,168	\$ 2,150,000

**APPALACHIAN STATE
TEACHERS COLLEGE**

	<u>REQUESTED</u>	<u>RECOMMENDED FOR</u>	
		<u>APPROPRIATION</u>	<u>SELF-LIQUIDATION</u>
URGENTLY NEEDED—1ST PRIORITY			
Dormitory for 300 Women (Replacing Lovill Hall for 131 Students)	\$ 825,000	\$ 360,250	\$ 464,750
Dormitory for 200 Women (Replacing White Hall for 127 Students)	406,300	205,550	200,750
Classroom Building, Replacing Old Elementary School	1,175,000	1,175,000	
Renovate Old Science Building	75,000	75,000	
Furniture and Equipment for Old Science Building	36,000	36,000	
Equipment for New Science Building	125,000	125,000	
Land Purchase	537,000	537,000*	
Fire Truck	15,000	15,000	
Student Center	1,025,000	512,500	512,500
Repairs to Power Plant, etc.	90,000	90,000	
Total	\$ 4,309,300	\$ 3,131,300	\$ 1,178,000

* See discussion of land acquisition on page 37.

URGENTLY NEEDED—2ND PRIORITY			
Dormitory for 300 Students	\$ 825,000	\$	\$ 825,000
Facilities for Physical Education	1,137,000	1,137,000	
Seats for Auditorium	14,000	14,000	
Addition to Cafeteria	698,000	698,000	
Administration Building	575,000	575,000	
Enlargement of Library Facilities	890,000	890,000*	
Roads, Walks, Landscaping	180,000	50,000	
Total	\$ 4,319,000	\$ 3,364,000	\$ 825,000

* Additional library facilities are urgently needed, but the Board suggests that the College give further study to the best location for these facilities in view of the prospective growth of the library during the next two or more decades.

JUSTIFIED BUT LESS PRESSING NEEDS			
Enlargement of Facilities for Fine Arts	\$ 180,000	\$ 180,000	\$
Dormitory for 300 Students	825,000		825,000
Renovation of Administration Building for Classroom Use	118,000	118,000	
Underground Electrical System	20,000	20,000	
Nursery School Building	72,000	72,000	
Tennis Courts	50,000	50,000	
Enlarging and Improving Sewer System	300,000	300,000*	
Total	\$ 1,565,000	\$ 740,000	\$ 825,000

* This request is for one-half of the estimated cost of the project to be shared with the Town of Boone. The Board recommends this amount only if no other solution can be found to meet this need.

GRAND TOTAL	\$10,193,300	\$ 7,235,300	\$ 2,828,000
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**PEMBROKE STATE
COLLEGE**

		RECOMMENDED FOR	
	REQUESTED	APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Addition to Library	\$ 38,000	\$ 38,000	\$
Dormitory for 100 Women	275,000		275,000
Student Center	120,000	60,000	60,000
Bond Room	47,000	47,000	
Faculty Apartments	140,000	140,000	
New Wing and Alterotions to Gymnosium	85,000	85,000	
Total	<u>\$ 705,000</u>	<u>\$ 370,000</u>	<u>\$ 335,000</u>
JUSTIFIED BUT LESS PRESSING NEEDS			
Dormitory for 100 Men	\$ 275,000	\$	\$ 275,000
Residence for Superintendent of Buildings	13,000	13,000	
Home Economics Residence	45,000	45,000	
Total	<u>\$ 333,000</u>	<u>\$ 58,000</u>	<u>\$ 275,000</u>
GRAND TOTAL	<u>\$ 1,038,000</u>	<u>\$ 428,000</u>	<u>\$ 610,000</u>

**WINSTON-SALEM
TEACHERS COLLEGE**

	RECOMMENDED FOR		
	<u>REQUESTED</u>	<u>APPROPRIATION</u>	<u>SELF-LIQUIDATION</u>
URGENTLY NEEDED—1ST PRIORITY			
New Science Building	\$ 685,000	\$ 685,000	\$
Library	295,000	295,000*	
Dormitory for 250 Men	687,500		687,500
Convert Bickett to Women's Dormitory	30,000	30,000	
Total	<u>\$ 1,697,500</u>	<u>\$ 1,010,000</u>	<u>\$ 687,500</u>
* Plus sufficient funds for air-conditioning.			
URGENTLY NEEDED—2ND PRIORITY			
Renovate Eller Hall (Old Science Building)	\$ 115,000	\$ 115,000	
GRAND TOTAL	<u>\$ 1,812,500</u>	<u>\$ 1,125,000</u>	<u>\$ 687,500</u>

* Plus sufficient funds for air-conditioning.

NOTE: Winston-Salem Teachers College very much needs a student center, and if in the next biennium funds are to be made available by the State for construction of student centers on other campuses, this college should be permitted to present a request for such a facility and should be treated like the other institutions in this respect.

**ELIZABETH CITY STATE
TEACHERS COLLEGE**

		RECOMMENDED FOR	
	REQUESTED	APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Dormitory for 300 Students	\$ 825,000	\$	\$ 825,000
Clossroom Building	388,000	388,000	
Student Center*	393,000	196,500	196,500
Librory	608,000	608,000	
Total	\$ 2,214,000	\$ 1,192,500	\$ 1,021,500

* Should a new librory be authorized, the college might wish to consider the possibility of converting the present librory building to o student center.

URGENTLY NEEDED—2ND PRIORITY			
Gymnasium and Swimming Poal	\$ 525,000	\$ 525,000	
JUSTIFIED BUT LESS PRESSING NEEDS			
Auditarium	\$ 635,000	\$ 635,000	
Ground Improvements	40,000	40,000	
Total	\$ 675,000	\$ 675,000	
GRAND TOTAL	\$ 3,414,000	\$ 2,392,500	\$ 1,021,500

NOTE: The sum of \$28,500 has previously been appropriated for construction of o new home for the President. Inosmuch os this home must serve as a sociol center for the college and often os overnight accomodotions for visitors to the college, the Boord of Trustees concluded that this was on inodequate amount and hos deferred construction of the home. The Boord of Higher Education believes that \$40,000 would be o more neorly odequate estimate of the cost and recommends on oppropriation of an additional \$11,500 for this purpose.

**FAYETTEVILLE STATE
TEACHERS COLLEGE**

		RECOMMENDED FOR	
	REQUESTED	APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Clossroom Building—Replocing Aycock	\$ 385,000	\$ 385,000	\$
Dormitory far 200 Women—Replocing Bickett far 120 (50% af cost requested)	275,000	330,000*	
Improvements ta President's Hame	5,000	5,000	
Dormitory for 250 Men (50% of cost requested)	343,500		343,500
Library	600,000	600,000	
Student Center (50% of cost requested)	230,000	230,000	
Total	\$1,838,500	\$ 1,550,000	\$ 343,500

* Total cost for reploring present facility.

URGENTLY NEEDED—2ND PRIORITY			
Compus Drainage and Widen			
Entrance Drive	\$ 95,000	\$ 95,000	
Physical Education Building	470,000	470,000	
Total	\$ 565,000	\$ 565,000	
JUSTIFIED BUT LESS PRESSING NEEDS			
Science Building	\$ 403,000	\$ 403,000	
GRAND TOTAL	\$ 2,806,500	\$ 2,518,000	\$ 343,500

**NORTH CAROLINA
COLLEGE AT DURHAM**

	REQUESTED	RECOMMENDED FOR	
		APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Renovate Administration Building	\$ 160,000	\$ 160,000	\$
Repairs to Women's Dormitory	8,500	8,500	
Air-Conditioning Library	100,000	100,000	
Enlarge Coal Bin	14,000	14,000	
Purchase of Land	1,100,000	1,100,000*	
Student Center (50% of Cost Requested)	360,000	360,000	
Dormitory for 400 Women (50% of Cost Requested)	556,000		556,000
Cafeteria	630,000	630,000	
Dormitory for 300 Men (50% of Cost Requested)	417,500		417,500
Listening Room—Commerce Building	49,000	49,000	
Storage Building	25,000	25,000	
Total	\$ 3,420,000	\$ 2,446,500	\$ 973,500

* See discussion of land acquisition on page 37. In the case of North Carolina College the Federal government through its urban renewal program may provide a portion of the cost of acquiring land.

URGENTLY NEEDED—2ND PRIORITY			
Addition to Science Building	\$ 288,000	\$ 288,000	
Equipment for Closed Circuit TV	75,000	75,000	
Sidewalks, etc.	9,000	9,000	
Culvert and Fill-Dupree to Lawson	35,000	35,000	
Parking Facilities	15,000	15,000	
Total	\$ 422,000	\$ 422,000	

JUSTIFIED BUT LESS PRESSING NEEDS			
Improvements to New Women's Dormitory	\$ 15,000	\$ 15,000	
Elevator, Health Building	15,000	15,000	
Central Clock System	15,000	15,000	
Athletic Field Improvements	470,000	150,000	
Social Science and Communications Building	675,000	675,000	
Total	\$ 1,190,000	\$ 870,000	

NOT RECOMMENDED FOR THIS BIENNIUM			
Air-Conditioning Buildings Other Than Library	\$ 202,000		
GRAND TOTAL	\$ 5,234,000	\$ 3,738,500	\$ 973,500

**ASHEVILLE-BILTMORE
COLLEGE**

	REQUESTED	RECOMMENDED FOR	
		APPROPRIATION	SELF-LIQUIDATION
URGENTLY NEEDED—1ST PRIORITY			
Library	\$ 800,000	\$ 800,000	
Convert Chemistry Lecture Hall to Laboratory	16,000	16,000	
Convert Present Library Space to Classrooms	40,000	40,000	
General Classroom Building	550,000	550,000	
GRAND TOTAL	\$ 1,406,000	\$ 1,406,000	

CHARLOTTE COLLEGE

URGENTLY NEEDED—1ST PRIORITY			
General Classroom Building	\$ 1,200,000	\$ 1,200,000	\$
General Laboratory Building	1,610,000	1,610,000	
Administration Building	490,000	490,000	
Addition to Student Center	512,000	256,000	256,000
GRAND TOTAL	\$ 3,812,000	\$ 3,556,000	\$ 256,000

WILMINGTON COLLEGE

URGENTLY NEEDED—1ST PRIORITY		
Liberal Arts Building	\$ 500,000	\$ 500,000

**COLLEGE OF THE
ALBEMARLE**

Gymnasium-Auditorium	\$ 260,000	*
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MECKLENBURG COLLEGE

Library Building	\$ 215,000	
Classroom Building	295,000	
Student Services Building	230,000	
Total	\$ 740,000	
Less One-half Local Funds	370,000	\$ 370,000 *

* The Board recommends the requested amounts subject to the provisions of these colleges remaining under the present Community College Act. However, should they be required to operate under the proposed new Community College Act, as envisioned by the Governor's Commission, the Board recommends that the State provide funds to the extent of fully matching all local funds or contributed property heretofore unmatched.



CHAPTER V: SUMMARY OF RECOMMENDATIONS

The recommendations that appear in the preceding pages are briefly summarized below for ready reference:

1. We believe that we must make a great effort in the next biennium to lift the pay of our college teachers to standards that are competitive for the best talent. The figures which we recommend, if adopted, will constitute a tremendous step forward and should markedly improve the quality of our institutions in the years ahead.
2. Appropriations for salary increases are made to each institution in a lump sum to be used at the discretion of the administration and trustees. We urge that this policy be continued.
3. A study of the salaries of heads of educational institutions over the country indicates that the salaries of chief administrative officers at all of our institutions are too low. A general raising of the level of pay here is recommended. Salaries of the presidents of Winston-Salem Teachers College, Elizabeth City State Teachers College, Fayetteville State Teachers College and Pembroke State College should be raised substantially.
4. North Carolina's tax-supported higher education institutions must draw upon a nationwide talent pool for their faculty personnel and key administrative officers. An attractive retirement program is an important inducement in recruiting outstanding educators. Today more colleges and universities, including twenty-one private institutions in North Carolina, provide retirement benefits through the Teachers Insurance and Annuity Association of America (TIAA) and its companion organization, the College Retirement Equities Fund (CREF), than by any other means. In December 1962 the Board formally endorsed a proposal to permit our institutions to withdraw from the Teachers and State Employees Retirement System (TSERS) in order that they might adopt the retirement system of TIAA-CREF. The proposal was presented to the

Trustees of TSERS on January 7, 1963. This retirement plan will do much to aid our institutions in recruiting and retaining qualified personnel. We therefore recommend that permission to adopt the TIAA-CREF retirement system be granted to the University and the colleges.

5. With increasing enrollments in the colleges of the State, and the likelihood that several additional community colleges will be established, the demand for qualified college teachers will spiral in the years immediately ahead. Much more fellowship and scholarship aid must be provided graduate students if the demand for college teachers in future years is to be met. We recommend that a graduate fellowship program aimed at increasing the supply of qualified college teachers be developed and implemented during the next biennium.

6. The greatest single source of new knowledge springs from our graduate schools. Without these programs the great advances made in all fields in recent years could not have been made. No error could be more serious than a failure to support graduate education. We urge that expanding and continuing support be accorded these activities.

7. State support of libraries as recommended, and continuing substantial support through several biennia, will achieve at the end of a decade libraries which will be well adapted to the needs of the institutions.

8. The library cooperation that now exists between and among some of our public and private institutions needs to be extended and improved. Specifically, we recommend that the exchange of books, the establishment of union catalogs, and the use of shuttle buses to transport students, faculty, and books among institutions within practical commuting distance be established as standard procedure.

9. Educational television has not been exploited sufficiently by our educational institutions and we urge further efforts in the experimentation and use of this medium.

10. We endorse the recommendations of the Governor's Commission on Education Beyond the High School except as heretofore noted in Chapter III.

11. Appropriations for the past biennium for grants-in-aid for summer sessions proved inadequate to provide support at the level contemplated in the amount of \$98,520. We recommend that additional funds be made available to the institutions to meet this deficit. We further recommend that financial support for summer schools be continued and that it be broadened to include graduate instruction.

12. Under terms of the Southern Regional Compact, North Carolina on a student-per-capita basis supports certain regional programs. At the present time appropriations for these purposes are included in the institutional budgets at North Carolina State College, Agricultural and Technical College and North Carolina College at Durham. With the concurrence of the presidents of these colleges we recommend that the entire amount for these purposes be appropriated in the future to the Department of Administration for disbursement upon authorization by the Board of Higher Education. The Board and its staff would continue to call upon the appropriate officials of the three institutions named above for the certification of North Carolina students enrolled in contract programs in other states of the Compact area.

13. The State needs a definite and continuing policy in our senior institutions with respect to the financing of dormitories and other non-academic student facilities. We recommend that new dormitories henceforth be fully self liquidated with the clear understanding that the State will provide support for a greater portion of the educational program in order that tuition and fees may be kept at the lowest possible level and that the income to the institution not be diminished. As student housing costs

increase due to self liquidation of the cost of dormitories, the over-all costs to the student should remain essentially as they now are.

14. A well-directed student center makes an important contribution to the total education program of an institution. It also serves as the focal point on campus for student government organizations and student-directed programs and activities involving the entire student body, and meets the special needs of local and commuting students. The Board urges that one-half of the cost of new student centers, or additions to existing centers, be paid for by the State and that the other half be self liquidated. Lacking such a policy student centers are not likely to be constructed, particularly at those institutions where the need is greatest.

15. In the years ahead ever larger numbers of qualified students will seek education beyond the high school. The State's ability to provide the facilities needed will be strained. It is imperative that the facilities available be used to optimum advantage. We urge therefore that each of our educational institutions prepare for year-round operation on academic calendars that will make for the most efficient use of available resources and permit students systematically to accelerate their education.

16. For recommendations concerning budgets at tax-supported institutions, see Chapter IV.

17. We recommend that two new positions on the Board's staff be created in order that additional educators may be added with responsibilities (a) for the analysis of programs in tax-supported institutions, and (b) in the area of off-campus services.

APPENDICES

APPENDIX A

Chief Administrative
Officers of
North Carolino Colleges
and Universities
(December 31, 1962)

Tax-Supported Institutions

SENIOR COLLEGES

- Consolidated University of North Carolina (1931) *
- Consolidated Offices, Chapel Hill
President William C. Friday
- ✓ University of North Carolina, Chapel Hill (1789)
- Chancellor William B. Aycock
- ✓ North Carolina State College (1887)
Chancellor John T. Caldwell
- ✓ Woman's College, Greensboro (1891)
Chancellor Otis A. Singletary
- ✓ *Agricultural and Technical College, Greensboro (1891)
Acting President L. C. Dowdy
- ✓ Appalachian State Teachers College, Boone (1899)
President William H. Plemmons
- ✓ East Carolina College, Greenville (1907)
President Leo W. Jenkins
- ✓ Elizabeth City State Teachers College, Elizabeth City (1891)
President Walter N. Ridley
- ✓ Fayetteville State Teachers College, Fayetteville (1877)
President Rudolph Jones
- ✓ *North Carolina College at Durham, Durham (1910)
President Alfonso Elder
- ✓ Pembroke State College, Pembroke (1887)
Acting President English Jones
- ✓ Western Carolina College, Cullowhee (1889)
President Paul A. Reid
- ✓ *Winston-Salem Teachers College, Winston-Salem (1892)
President Kenneth R. Williams

COMMUNITY COLLEGES

- Asheville-Biltmore College, Asheville (1927)
President William E. Highsmith
- Charlotte College, N. C. Hgwy. 49 North, Charlotte 2 (1946)
President Bonnie E. Cone
- College of The Albemarle, Elizabeth City (1961)
President C. Robert Benson
- *Mecklenburg College, 7600 W. Interstate Hgwy. 85, Charlotte 8 (1949)
Director James F. Alexander
- Wilmington College, Wilmington (1946)
President William M. Randall

Private Institutions

SENIOR COLLEGES

- ✓ Atlantic Christian College, Wilson (1902)
President Arthur D. Wenger
- ✓ *Barber-Scotia College, Concord (1867)
President L. S. Cozart
- ✓ Belmont Abbey College, Belmont (1876)
President John A. Oetgen, O.S.B.
- ✓ *Bennett College, Greensboro (1873)
President Willa Player
- ✓ Campbell College, Buie's Creek (1887)
President Leslie H. Campbell
- ✓ Catawba College, Salisbury (1887)
President Donald C. Dearborn
- ✓ Davidson College, Davidson (1837)
President David Grier Martin
- ✓ Duke University, Durham (1838)
President Deryl Hart
- ✓ Elon College, Elon College (1889)
President J. Earl Danicley
- ✓ Greensboro College, Greensboro (1838)
President Harold H. Hutson
- ✓ Guilford College, Guilford (1837)
President Clyde A. Milner
- ✓ High Point College, High Point (1924)
President Wendell M. Patton
- ✓ *Johnson C. Smith University, Charlotte (1867)
President R. P. Perry
- ✓ Lenoir-Rhyne College, Hickory (1891)
President Voigt R. Cromer
- ✓ *Livingston College, Salisbury (1879)
President S. E. Duncan
- ✓ Mars Hill College, Mars Hill (1856)
President Hoyt Blackwell
- ✓ Meredith College, Raleigh (1891)
President Carlyle Campbell
- ✓ Methodist College, Fayetteville (1960)
President L. S. Weaver
- ✓ North Carolina Wesleyan College, Rocky Mount (1961)
President Thomas A. Collins
- ✓ Pfeiffer College, Misenheimer (1885)
President J. Lem Stokes, II
- ✓ Queens College, 1900 Selwyn Avenue, Charlotte 7 (1857)
President Edwin R. Walker
- ✓ St. Andrews Presbyterian College, Laurinburg (1961)
President Ansley Cunningham Moore
- ✓ St. Augustine's College, Raleigh (1867)
President James A. Boyer
- ✓ Salem College, Winston-Salem (1772)
President Dale H. Gramley

APPENDIX A

Cont.

- ✓*Shaw University, Raleigh (1865)
Acting President Nelson H. Harris
- ✓Wake Forest College, Winston-Salem (1834)
President Harold W. Tribble

JUNIOR COLLEGES

- Brevard College, Brevard (1934)
President E. K. McLarty, Jr.
- Chowan College, Murfreesboro (1848)
President Bruce E. Whitaker
- Gardner-Webb Junior College, Boiling Springs (1905)
President E. Eugene Poston
- Lees-McRae College, Banner Elk (1927)
President Max C. Chapman
- Louisburg College, Louisburg (1787)
President Cecil Robbins
- Mitchell College, Statesville (1853)
President John Montgomery
- Montreat-Anderson College, Montreat (1916)
President C. Grier Davis
- Mount Olive Junior College, Mount Olive (1951)
President W. Burkette Raper
- Oak Ridge Military Institute, Oak Ridge (1852)
Colonel T. O. Wright, Superintendent
- Peace College, Raleigh (1857)
President William C. Pressly

- Pineland Junior College and
Edwards Military Institute, Salemburg (1875)
President Willard J. Blanchard
- Sacred Heart Jr. College and Academy, Belmont (1935)
Sister Christine, Directress
- St. Mary's Junior College, Raleigh (1842)
President Richard G. Stone
- Warren Wilson College, Swannanoa (1894)
President Arthur M. Bannerman
- Wingate Junior College, Wingate (1896)
President Budd E. Smith

THEOLOGICAL SEMINARY

- Southeastern Baptist Theological Seminary,
Wake Forest (1951)
President L. S. Stealey

BIBLE SCHOOLS

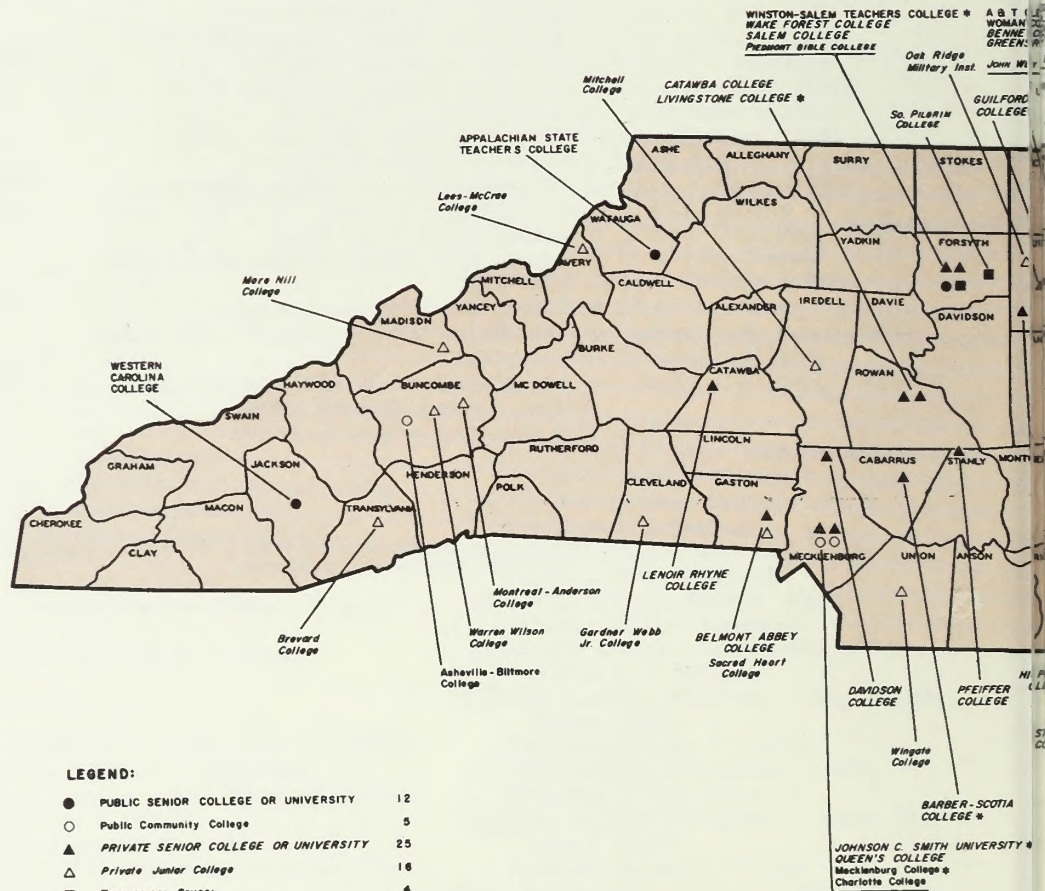
- John Wesley Bible School and College,
Greensboro (1932)
President Ralph H. Dodson
- Piedmont Bible Schools, Inc., Winston-Salem (1945)
President Charles H. Stevens
- Southern Pilgrim College, Kernersville (1946)
President W. K. Phipps

* Year in parentheses after the name is the date of founding as reported by each institution.

* Attended predominantly by Negroes.

APPENDIX B

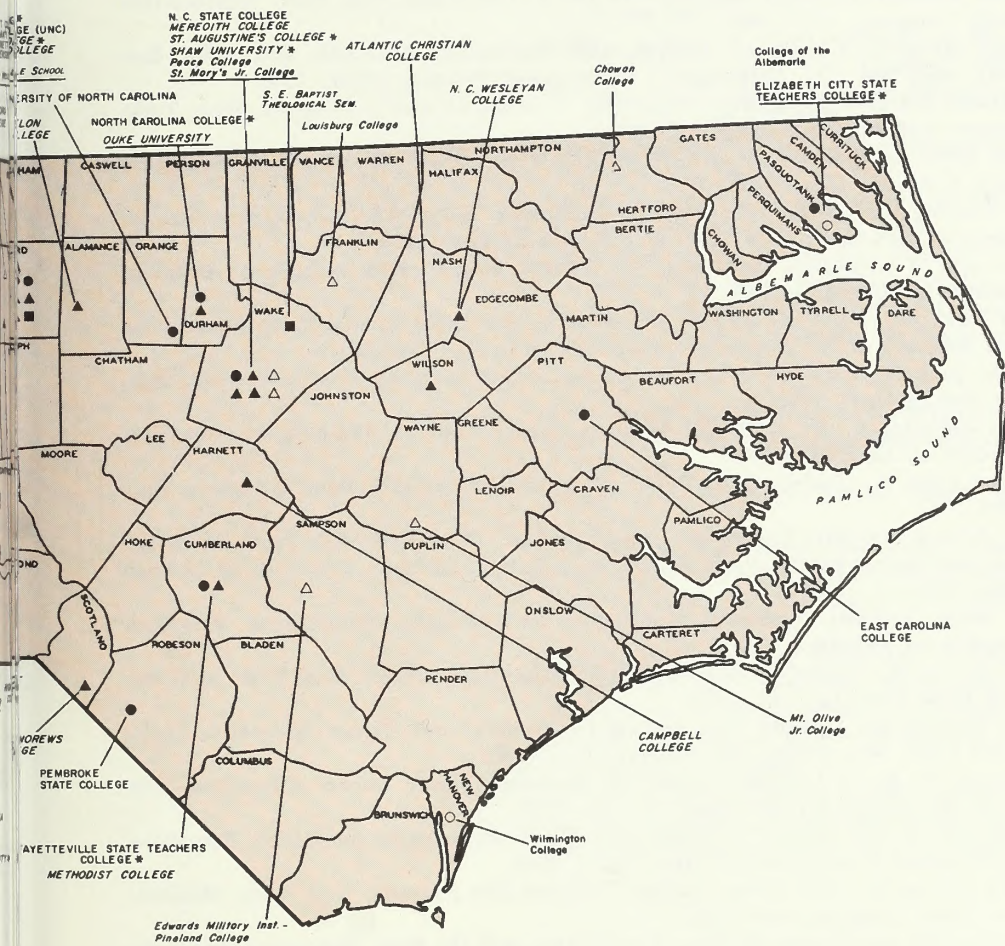
NORTH CAROLINA COLLEGES AND UNIVERSITIES



LEGEND:

●	PUBLIC SENIOR COLLEGE OR UNIVERSITY	12
○	Public Community College	5
▲	PRIVATE SENIOR COLLEGE OR UNIVERSITY	25
△	Private Junior College	16
■	THEOLOGICAL SCHOOL	4
	TOTAL	62

* Following name indicates institution attended predominantly by Negroes



The following books and journals are listed for further reference. This is in no way an exhaustive listing but it does include authoritative works in the areas mentioned.

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Journals

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- The Graduate Journal*. Dean of the Graduate School, University of Texas, Austin.
- Higher Education*. U. S. Office of Education, Department of Health, Education and Welfare.
- Improving College and University Teaching*. Oregon State University, Corvallis.
- Journal of Higher Education*. Ohio State University, Columbus.
- The Journal of Negro Education*. Howard University, Washington, D. C.
- Journal of Teacher Education*. National Commission on Teacher Education and Professional Standards.
- Junior College Journal*. American Association of Junior Colleges.
- Liberal Education*. Association of American Colleges.
- School and Society*. Society for the Advancement of Education.

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SUPPLEMENTARY TABLES

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TABLE I.

ENROLLMENTS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES

PUBLIC COLLEGES	Number of Persons		Full-time Equivalent Fall 1962
	Fall 1961	Fall 1962	
University of North Carolina	9,082	9,604	9,256
N. C. State College	7,117	7,234	6,934
Woman's College	3,139	3,575	3,330
East Carolino College	5,263	5,662	5,457
Western Carolina College	1,824	2,121	2,008
Appalachian State Teachers College	2,897	3,101	3,022
Pembroke State College	570	758	748
Total Public White Senior	29,892	32,055	30,755
Agricultural and Technical College	2,553	2,851	2,685
N. C. College at Durham	2,359	2,498	2,369
Elizabeth City State Teachers College	823	880	858
Fayetteville State Teachers College	943	1,045	1,045
Winston-Salem Teachers College	1,078	1,213	1,171
Total Public Negro Senior	7,756	8,487	8,128
Asheville-Biltmore College	442	469	364
Charlotte College	881	1,145	822
College of the Albemarle	114	230	175
Mecklenburg College	225	210	188
Wilmington College	682	781	666
Wilmington College—Williston Unit	64	42	34
Total Community Colleges	2,408	2,877	2,249
Total Public Colleges	40,056	43,419	41,132
Percentage increase over 1961		8.40%	
PRIVATE COLLEGES			
Atlantic Christian College	1,195	1,289	1,168
Belmont Abbey College	563	613	546
Campbell College	1,429	1,727	1,691
Cotowbo College	940	953	880
Davidson College	977	1,009	1,007
Duke University	6,122	6,360	6,099
Elon College	1,301	1,262	1,055
Greensboro College	566	592	592
Guilford College	1,738	1,816	1,310
High Point College	1,271	1,311	1,152
Lenoir Rhyne College	990	1,023	1,019
Mors Hill College	1,058	1,141	1,138
Meredith College	777	880	880
Methodist College	216	345	338
N. C. Wesleyan College	233	324	320
Pfeiffer College	884	873	860
Queens College	732	845	637
Salem College	505	502	476
St. Andrews	879	940	893
Wake Forest College	2,869	2,915	2,749
Total Private White Senior Colleges	25,245	26,720	24,810

TABLE I.
Cont.

PUBLIC COLLEGES	Number of Persons		Full-time Equivalent Fall 1962
	Fall 1961	Fall 1962	
Borber-Scotio College	279	310	310
Bennett College	592	578	576
Johnson C. Smith University	921	1,027	1,010
Livingston College	641	692	692
Show University	568	635	630
St. Augustine's College	642	732	732
Total Private Negro Senior Colleges	3,643	3,974	3,950
Brevord College	388	419	419
Chowon College	701	773	771
Gordner-Webb College	600	604	597
Lees-McRae College	379	403	401
Louisburg College	552	560	553
Mitchell College	360	443	391
Montreat-Anderson College	245	247	243
Mt. Olive Junior College	153	170	162
Oak Ridge Military Institute	68	75	75
Peoce College	253	325	293
Pineland College—Edwards Military Inst.	84	73	72
Socred Heort Junior College	188	218	194
St. Mory's Junior College	262	283	283
Worren Wilson College	263	277	275
Wingote College	884	1,012	1,012
Total White Junior Colleges	5,380	5,882	5,741
Southeastern Baptist Theological Seminary	658	595	581
John Wesley College	29	25	23
Piedmont Bible College	149	141	141
Southern Pilgrim College	41	48	45
	877	809	790
Total Private Colleges	35,145	37,385	35,291
Percentage Increase Over 1961		6.37%	
Total 1961 Fall Enrollment All Colleges	75,201	80,804	76,423
Percentage Increase Over 1961		7.45%	
Percentage: Public Colleges	53.3	53.7	53.8
Private Colleges	46.7	46.3	46.2
	100.0	100.0	100.0

Note: Formula for determining full-time equivalent students.

Undergraduate	
12 cr. hrs. or more	— 1.00
9-11 cr. hrs.	— .75
6-8 cr. hrs.	— .50
Less than 6 cr. hrs.	— .25

Graduate	
9 cr. hrs. or more	— 1.00
6-8 cr. hrs.	— .75
3-5 cr. hrs.	— .50
Less than 3 cr. hrs.	— .25

TABLE II.

COLLEGE ENROLLMENTS IN THE 1962 FALL TERM CLASSIFIED
AS NORTH CAROLINA RESIDENTS AND OUT-OF-STATE RESIDENTS

	Total Enrollments	N. C. Residents	Out-of-State Residents	Per Cent Out-of-State
University of North Carolina	9,604	6,480	3,124*	32.5
N. C. State College	7,234	5,831	1,403*	19.4
Woman's College	3,575	3,037	538*	15.0
East Carolina College	5,662	4,824	838	14.8
A and T College	2,851	2,305	546	19.2
Western Carolina College	2,121	1,933	188	8.9
Appalachian State Teachers College	3,101	2,947	154	5.0
Pembroke State College	758	693	65	8.6
Winston-Salem Teachers College	1,213	1,079	134	11.0
Elizabeth City State Teachers College	880	742	138	15.7
Fayetteville State Teachers College	1,045	970	75	7.2
N. C. College of Durham	2,498	2,290	208	8.3
Total Public Senior Colleges	40,542	33,131	7,411	18.3
Asheville-Biltmore College	469	467	2	.4
Charlotte College	1,145	1,122	23	2.0
College of the Albemarle	230	221	9	3.9
Mecklenburg College	210	210		
Wilmington College	823	774	49	6.0
Total Community Colleges	2,877	2,794	83	2.9
Total Public Colleges	43,419	35,925	7,494	17.3
Private Colleges:				
White Senior Colleges	26,720	17,380	9,340	35.0
Negro Senior Colleges	3,974	2,291	1,683	42.4
White Junior Colleges	5,882	3,948	1,934	32.9
Seminary and Bible Colleges	809	691*	118**	14.6
Total Private Colleges	37,385	24,310	13,075	35.0
Total of All Institutions	80,804	60,235	20,569	25.5

* The Board of Trustees of the University of North Carolina has limited the number of entering undergraduate students that may be admitted to any campus of the University from outside the state in any semester to 15 per cent of the total undergraduates admitted. Certain out-of-state applicants are expressly exempt from this limitation with the proviso that they be required to pay the regular out-of-state tuition, namely: (a) Applicants whose place of birth was North Carolina; (b) Sons and daughters of persons born in North Carolina; (c) Sons and daughters of alumni of the University; (d) Graduate students; (e) Students from outside the United States; and (f) Students admitted to schools which have been designated by the Board of Trustees to be serving a regional purpose.

** Out-of-state students were not reported by Southeastern Baptist Theological Seminary.

TABLE III.

NORTH CAROLINA COLLEGE ENROLLMENT TRENDS
MEAN PROJECTION 1963-1980¹

Year (Fall)	Total	Public	Private	Percent Public
Projection				
1980	151,700	94,400	57,300	62.2
1979	148,500	91,700	56,800	61.8
1978	146,100	89,600	56,500	61.3
1977	144,100	87,700	56,400	60.9
1976	141,900	85,800	56,100	60.5
1975	139,600	83,900	55,700	60.1
1974	136,100	81,100	55,000	59.6
1973	131,600	77,800	53,800	59.1
1972	126,800	74,400	52,400	58.7
1971	122,100	71,100	51,000	58.2
1970	117,700	68,000	49,700	57.8
1969	114,300	65,500	48,800	57.3
1968	111,400	63,200	48,200	56.7
1967	107,700	60,600	47,100	56.3
1966	103,500	57,600	45,900	55.7
1965	96,000	53,000	43,000	55.2
1964	87,300	47,800	39,500	54.8
1963	82,900	45,000	37,900	54.3
Actual Enrollment				
1962	80,804	43,419	37,385	53.7
1961	75,201	40,056	35,145	53.3
1960	67,573	35,895	31,679	53.1
1959	63,388	33,063	30,325	52.2
1958	60,073	30,498	29,575	50.8
1957	55,895	28,414	27,481	50.8
1956	54,534	28,228	26,306	51.8
1955	49,925	25,968	23,957	52.0
1954	45,998	23,867	22,131	51.9
1953	42,855	22,888	19,967	53.4
1952	41,327	22,314	19,013	54.0
1951	40,708	21,877	18,831	53.7
1950	44,742	23,870	20,872	53.4
1949	46,369	24,413	21,956	52.6
1948	46,570	24,188	22,382	51.9
1947	47,071	24,385	22,686	51.8
1946	44,103	22,521	21,582	51.1

¹ Projections of Fall Enrollment in North Carolina Colleges and Universities by C. Horace Hamilton

TABLE IV.

SUMMARY OF 1962 FALL ENROLLMENTS BY TYPE OF HOUSING

	Commuters from Home	Privately Housed in Community	Fraternities and Sororities	Married Student Housing	Normal Capacity
University of North Carolina	238	2,646	747	640	5,297
N. C. State College	445	2,500	327	325	3,092
Woman's College	708				2,508
East Carolina College	1,050	860	147	23	3,341
A & T College	222	631			2,039
Western Carolina College	492	225			1,380
Appalachian State Teachers College	408	972			1,405
Pembroke State College	524				200
Winston-Salem Teachers College	519				421
Elizabeth City State Teachers College	145				504
Fayetteville State Teachers College	227	117			486
N. C. College of Durham	654	643			1,103
Total Senior Institutions	5,632	8,594	1,221	988	21,776
Community Colleges					
Grand Total					

Dormitories			
Actually Housed	% of Normal Capacity	Total Enrollment	Percentage of Enrollment Housed in Dormitories
5,333	100.7	9,604	55.5
3,637	117.6	7,234	50.3
2,867	114.3	3,575	80.2
3,582	107.2	5,662	63.3
1,998	98.0	2,851	70.1
1,404	101.7	2,121	66.2
1,721	122.5	3,101	55.5
234	117.0	758	30.9
694	164.9	1,213	57.2
735	145.8	880	83.5
701	144.2	1,045	67.1
1,201	108.9	2,498	48.1
24,107	110.7	40,542	59.5
		2,877	
		43,419	

TABLE V.

**EARNED DEGREES CONFERRED BY NORTH CAROLINA PUBLIC INSTITUTIONS
BY INSTITUTION, BY YEAR, BY LEVEL OF DEGREE**

B: Bachelors and First Professional M: Masters and Second Professional D: Doctor (Ph.D., Ed.D.)

		1962	1961	1960	1959	1958	1957	1956
University of North Carolina	B:	1,660	1,476	1,552	1,472	1,365	1,261	1,188
	M:	375	382	354	441	445	375	377
	D:	115	94	83	81	73	94	98
N. C. State College	B:	1,020	1,068	1,026	1,030	872	757	585
	M:	151	138	134	115	104	112	114
	D:	40	48	41	36	24	34	24
Woman's College	B:	376	337	408	445	341	403	362
	M:	64	76	78	89	94	80	83
East Carolino College	B:	726	746	745	745	631	507	459
	M:	262	237	217	158	120	100	103
A and T College	B:	237	259	275	282	279	271	264
	M:	121	116	153	117	121	108	128
Western Carolino College	B:	278	236	207	227	248	213	158
	M:	76	65	69	55	77	73	57
Appalachian State Teachers College	B:	442	420	424	419	405	322	278
	M:	201	189	161	151	148	173	149
Pembroke State College	B:	95	76	55	57	38	35	18
Winston-Salem Teachers College	B:	168	151	143	150	190	183	130
Elizabeth City State Teachers College	B:	68	57	70	71	77	79	94
Fayetteville State Teachers College	B:	109	100	100	120	129	113	129
N. C. College at Durham	B:	285	256	256	244	247	233	235
	M:	92	95	114	104	110	105	105
	D:	—	—	1	1	—	1	—
Totals		6,961	6,622	6,666	6,610	6,138	5,632	5,138

TUTIONS:

1955	1954	1953	1952	1951	1950
035	1,148	1,116	1,284	1,435	1,507
368	330	321	436	439	330
87	102	82	70	71	58
538	603	668	738	921	1,252
103	99	116	103	55	65
24	25	17	11	7	14
408	423	442	406	469	284
94	105	89	86	46	20
364	397	368	313	351	312
78	112	112	102	96	53
271	270	324	328	332	353
126	65	54	29	15	11
128	161	115	141	116	160
66	62	93	21	—	—
260	220	270	253	243	206
128	153	149	117	81	11
22	25	36	27	17	24
127	149	127	137	86	94
100	111	94	110	111	123
132	138	111	118	110	153
226	233	220	196	210	150
115	98	66	54	44	49
1	—	—	—	—	—
801	5,029	4,990	5,080	5,255	5,229

TABLE VI.

TUITION, FEES AND CHARGES IN NORTH CAROLINA
1962-63 REGULAR YEAR

	Tuition		Registration Fee	General Fees	Medical Fee
	N. C. Resident	Non- Resident			
Undergraduate Students:					
University of N. C.	\$175.00 ¹	\$ 600.00	\$14.00	\$	\$15.00
N. C. State College	175.00	600.00		66.00	12.00
Waman's College	175.00	600.00	30.00	51.00	15.00
East Carolina College	150.00	402.00	30.00		15.00
A & T College	150.00	400.00	6.00	40.50	15.00
Western Carolina College	150.00	402.00	24.00	24.00	12.00
Appalachian State Teachers College	150.00	405.00	30.00		10.00
Pembroke State College	100.00	300.00	16.00		6.00
Winston-Salem Teachers College	100.00	300.00	15.00		
Elizabeth City State Teachers College	141.00	336.00	18.00		18.00
Fayetteville State Teachers College	100.00	300.00	18.00		12.00
N. C. College at Durham	150.00	500.00	20.00		17.50
Asheville-Biltmore College	200.00	300.00	10.00		
Charlotte College	180.00	360.00	20.00		
College of The Albemarle	200.00 ^a	350.00			
Mecklenburg College	180.00	360.00	20.00		
Wilmington College	210.00	390.00	15.00		
Graduate Students:					
University of N. C.					
Graduate School	175.00	600.00	14.00		15.00
Dentistry and Medicine	625.00	1,300.00			
Public Health	525.00	850.00	"	Fees included with	"
N. C. State College	175.00	600.00		66.00	12.00
Waman's College	175.00	600.00	30.00	51.00	15.00
East Carolina College	150.00	402.00	30.00		15.00
A & T College	150.00	400.00	6.00	40.50	15.00
Western Carolina College	270.00	402.00	30.00	24.00	12.00
Appalachian State Teachers College	165.00	420.00	45.00		10.00
N. C. College at Durham	150.00	500.00	20.00		17.50

* Estimated cost in cafeteria with choice of foods.

¹ Tuition for School of Pharmacy is \$250.00 for N. C. residents.² Dormitory rent for women is \$220 and board in Spencer Dining Hall for girls is \$400.^a Out-of-county tuition \$225.

CAROLINA PUBLIC INSTITUTIONS
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Library Fee	Activities Fee	Dormitory Room Rent	Board	Laundry (Est.)	Minimum Cost	
					N. C. Resident	Non- Resident
\$ 4.50	\$70.50	\$171.50 ^a	\$500.00*	\$40.00	\$ 990.50	\$1,415.50
	58.00	170.00	500.00*	40.00	1,021.00	1,446.00
	54.00	180.00	325.00	40.00	870.00	1,295.00
	45.00	138.00	435.00*	30.00	843.00	1,095.00
3.00	41.50	128.25	272.00	27.00	683.25	933.25
	63.00	117.00	330.00	24.00	744.00	996.00
	47.75	117.00	225.00*	36.00	615.75	870.75
5.00	35.00	90.00	300.00	10.00	562.00	762.00
6.00	25.00	90.00	315.00	36.00	587.00	787.00
3.00	38.00	72.00	243.00	36.00	569.00	764.00
5.00	28.00	99.00	270.00	45.00	577.00	777.00
10.00	25.00	119.00	275.00	30.00	646.50	996.50
3.00	18.00				231.00	331.00
	17.00				217.00	397.00
					200.00	350.00
	21.00				221.00	401.00
	19.50				244.50	424.50
4.50	60.50	171.50	500.00*	40.00	980.50	1,405.50
uition		171.50	500.00*	40.00	1,336.50	2,011.50
"	"	171.50	500.00*	40.00	1,236.50	1,561.50
	58.00	170.00	500.00*	40.00	1,021.00	1,446.00
	30.00	180.00	325.00	40.00	846.00	1,271.00
	45.00	138.00	435.00*	30.00	843.00	1,095.00
3.00	41.50	128.25	272.00	27.00	683.25	933.25
	63.00	117.00	330.00	24.00	870.00	1,002.00
9.00	47.75	117.00	225.00*	36.00	654.75	909.75
10.00	21.00	119.00	275.00	30.00	642.50	992.50

TABLE VII.

STUDENT FINANCIAL AID AT PUBLIC INSTITUTION

	Scholarships		Teaching Fellowships		Student Jobs on Campus	
	No.	Amount	No.	Amount	No.	Amount
U. N. C.—Chapel Hill	1,314	\$ 473,644	577	\$1,152,569	564	\$ 252,800
N. C. State College	770	395,195	402	931,236	1,175	294,407
Waman's College	391	62,893	36	51,240	618	126,072
East Carolina College	715	119,750	40	32,220	480	177,642
A & T College	184	67,022	9	4,500	240	59,390
Western Carolina	210	39,686	3	300	198	47,733
Appalachian State T. C.	429	90,503	58	56,294	205	44,770
Pembroke State College	12	3,225	0	—	45	11,670
Winston-Salem T. C.	147	12,300	0	—	209	44,950
Elizabeth City S. T. C.	141	8,810	0	—	235	33,757
Fayetteville S. T. C.	212	13,213	0	—	238	32,733
N. C. College at Durham	198	31,970	24	8,525	377	60,758
Asheville-Biltmore College	50	8,386	0	—	23	2,402
Charlotte College	76	11,403	0	—	29	9,378
College of The Albemarle	41	7,100	0	—	5	*
Mecklenburg College	4	290	0	—	3	*
Wilmington College	95	16,401	0	—	35	4,371
Totals	4,989	1,361,791	1,149	2,236,884	4,679	1,202,833

* Data incomplete

FOR THE YEAR ENDED JUNE 30, 1962

Student Loans Granted				Total Loans Outstanding		Total Assets of Loan Fund June 30, 1962
N. D. E. A.		OTHER				
No.	Amount	No.	Amount	No.	Amount	
1,002	\$ 257,753	540	\$ 132,058	4,089	\$1,230,515	\$1,886,360
618	276,835	756	81,283	2,339	790,332	845,913
163	58,866	69	16,988	564	215,519	265,635
325	125,500	28	5,000	544	289,202	343,513
342	94,950	230	10,920	440	100,250	107,750
146	61,550	11	1,268	295	100,518	168,099
278	95,809	95	17,376	*	*	376,331
81	12,289	10	1,150	*	35,519	36,683
141	35,025	2	200	241	66,317	71,491
295	41,000	202	2,046	412	84,839	88,326
138	35,465	11	689	245	74,148	78,147
654	144,090	139	13,318	*	*	*
0	—	0	—	0	—	0
6	2,440	31	688	*	*	11,550
0	—	0	—	0	—	0
21	3,043	0	—	*	*	*
27	7,830	0	—	43	13,430	14,123
4,237	1,252,445	2,124	282,984	9,212	3,000,589	4,293,921

TABLE VIII.

SUMMARY OF UNDERGRADUATE STUDENT WITHDRAWALS 1961-62

	U. N. C.	N. C. S.	W. C.	E. C. C.	W. C. C.	Appal.	Pemb.
Enrollment—Fall 1962							
Freshmen	1,745	1,961	1,045	1,977	671	937	261
Other Undergraduates	4,867	4,043	1,886	2,861	1,029	1,650	301
Totals	6,612	6,004	2,931	4,838	1,700	2,587	571
Withdrawals—1961-62							
Freshmen	507	363	258	731	268	251	81
Other undergraduates	804	921	327	737	288	388	581
Totals	1,311	1,284	585	1,468	556	639	141
Reasons for Withdrawals							
Academic Failure	554	729	135	529	215	295	211
Low Grades	127	153	54	304	3	40	11
College Work Too Difficult	17		39				23
Transferred	157		199	100	74	32	16
Illness (Self or Family)	68	59	55	101	18	73	16
Financial (Self or Family)	57	41	5	19	24	37	11
Dismissed for Reasons not Academic	24	10	5	25	7	15	3
Marriage	35		61	2	14	11	3
Marital Reasons	4						
Military Service	30			12	14	1	2
Lack of Interest	49						
Employment	33			4	44		
Personal Reasons	37		13	1	21	40	
Deceased	9			1	1		
Dissatisfied					5	43	
Special Students Completing Course					28		
Reasons unknown*	110	292	19	370	88	52	31
Totals	1,311	1,284	585	1,468	556	639	141

* Most of these students completed the term and, although eligible, did not return for the following term.

REGULAR SESSION

A & T	N. C. C.	Elizabeth City	Fayetteville	W-S	Total
1,039	934	313	325	297	11,513
1,498	1,108	514	618	783	21,158
2,537	2,042	827	943	1,080	32,671
167	56	119	189	100	3,097
229	265	129	147	189	4,482
396	321	248	336	289	7,579
192	196	81	149	50	3,146
9	7	10		2	714
6		17	3		105
25	6	3	9	8	629
41	25	27	20	11	514
60	29	45	18	9	355
18	4		8	8	127
				6	132
1	1				8
10	12		1	4	86
					56
	7		2		90
34	17		1		164
				1	12
				1	49
			3	41	72
	17	65	122	148	1,320
396	321	248	336	289	7,579

TABLE IX.

ACADEMIC RANK AND HIGHEST EARNED DEGREES HELD BY TEACHING FACULTY

	Number With Ph.D. Degree				Number With Other Doctoral Degree				Professor
	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Professor	Assoc. Prof.	Asst. Prof.	Instructor	
University of North Carolino	164	71	73	25	21	13	3		19
N. C. State College	127	76	57	1	8	4	2	1	31
Woman's College	29	27	20	5	4	1	3		12
East Carolino College	43	42	11		13	12	4		10
A & T College	25				13	5			11
Western Carolino College	12	4	4		10	5	4		5
Appalachian State Teachers College	16	9	5	1	6	6	4		10
Pembroke State College	9				2	1			1
Winston-Salem Teachers College	12				6	1			7
Elizabeth City State Teachers College	7	1	2		5				4
Fayetteville State Teachers College	10				3				
N. C. College of Durham	37	9	2		11	6	1	1	
Asheville-Biltmore College				4					
Charlotte College	6		1						4
Wilmington College	1								7
College of The Albemarle	1				1				
Mecklenburg College				1					
Totals	499	239	175	37	103	54	21	2	121

* Non-ranked teachers have been combined with Instructors holding same degree (i. e., teaching fellows, graduate assistants, etc.)

Y AS OF OCTOBER 1, 1962*

Number With osters Degree (or Second Professional)			Number With Bachelors Degree (or First Professional)				Total
Assoc. Prof.	Asst. Prof.	Instructor	Professor	Assoc. Prof.	Asst. Prof.	Instructor	
13	13	158	15	6	12	182	788
45	54	66	9	3	17	33	534
23	17	70		1	2	11	225
31	85	36			3	3	293
26	42	33	2	1	12	17	187
8	24	34		1	3	7	121
22	30	24				43	176
13	16				1		43
8	23	8			1	4	70
11	13	11				5	59
7	18	10				5	53
3	40	63			1	6	180
		23				5	32
6	8	23			1	10	59
6	15	9		1	1	8	48
2	6						10
		12				6	19
224	404	580	26	13	54	345	2,897

TABLE X.

AVERAGE FACULTY SALARIES BY RANK BUDGETED FOR

		All Ranks		Prof. & Dept. Head		Assoc. Prof.	
		No.	Avg.	No.	Avg.	No.	Avg.
UNC—Academic Affairs	9 Mos.	541.7	\$ 8,143	200.9	\$11,157	110.7	\$ 8,115
	12 Mos.	16.5	12,276	14.5	12,838	1.0	9,200
UNC—Health Affairs	9 Mos.	28.4	7,411	2.0	9,950	11.0	8,716
	12 Mos.	271.3	9,290	66.0	13,763	61.5	10,078
N. C. State College	9 Mos.	438.3	7,526	87.1	10,623	105.2	8,431
	12 Mos.	92.6	11,302	48.6	13,540	16.2	9,729
Woman's College	9 Mos.	227.9	7,062	41.1	9,623	56.2	7,660
East Carolino College	9 Mos.	298.4	6,877	71.5	8,477	88.3	7,133
	12 Mos.	1.0	7,830			1.0	7,830
A & T College	9 Mos.	142.8	6,280	40.3	8,007	23.0	6,763
	11 Mos.	21.0	6,704	3.0	9,132	3.0	7,582
	12 Mos.	3.4	9,582	2.5	10,380	.5	7,500
Western Carolino College	9 Mos.	102.0	6,910	19.0	8,450	32.0	7,332
Appalachian State Teachers College	9 Mos.	129.5	6,787	33.0	8,232	29.0	7,414
	9 Mos.	17.0	6,396				
	9 Mos.	146.5	6,742				
Pembroke State College	9 Mos.	47.0	5,872	16.0	6,655	15.0	5,833
Winston-Salem Teachers College	9 Mos.	61.0	6,134	18.0	7,733	8.0	6,198
	12 Mos.	9.0	5,533	1.0	7,000	3.0	5,667
Elizabeth City State Teachers College	9 Mos.	48.0	5,881	11.0	7,623	9.0	6,289
	9 Mos.	5.0	6,300				
	11 Mos.	1.0	7,600	1.0	7,600		
Fayetteville State Teachers College	10 Mos.	56.4	5,925	14.6	7,049	8.0	5,759
N. C. College	9 Mos.	147.4	6,951	39.4	9,333	18.8	7,608

962-63

Asst. Prof.		Instructor		Teaching Fellows	
No.	Avg.	No.	Avg.	No.	Avg.
51.4	\$ 7,456	47.3	\$ 5,461	131.4	\$ 4,792
1.0	7,200				
5.9	8,779	4.7	4,500	4.8	4,529
76.1	8,197	60.3	5,550	7.4	4,547
103.5	7,081	86.8	5,570	55.7	4,849
22.9	8,630	4.9	6,805		
55.3	6,688	60.1	5,693	15.2	4,695
91.2	6,289	39.9	5,222	7.5	4,547
37.8	5,609	40.7	4,964	1.0	4,500
10.0	6,402	5.0	5,326		
.4	7,200				
30.0	6,371	21.0	5,644		
33.0	6,470	23.6	5,479	10.9	4,538
16.0	5,125				
23.0	5,557	12.0	4,800		
3.0	5,267	2.0	5,000		
10.0	5,420	18.0	4,869		
21.3	5,658	12.5	5,171		
41.4	6,476	47.8	5,139		

TABLE XI.

SUMMARY OF APPROPRIATIONS REQUESTED IN "A" AND "B" BUDGETS BY INSTITUTION
COMPARED WITH THE ACTUAL APPROPRIATIONS FOR OPERATIONS IN 1961-62 AND 1962-63

	Actual 1961-62	Budget 1962-63	"A" Budget 1963-64	"B" Budget 1964-65
University of North Carolina				
General Administration	\$ 203,101	\$ 223,123	\$ 227,497	\$ 231,991
Long Range Planning	34,565	36,643	37,496	38,393
U. N. C.—Academic Affairs	6,379,248	6,964,525	7,482,667	7,845,276
U. N. C.—Health Affairs	2,943,950	3,263,271	3,390,426	3,460,348
N. C. State College	6,053,568	6,734,059	7,043,389	7,480,309
Woman's College	2,058,389	2,163,934	2,358,439	2,439,457
Total (University)	17,672,821	19,385,555	20,539,914	21,495,774
Percentage Increase over 1962-63			5.95%	10.88%
East Carolina College	2,314,558	2,543,108	3,070,077	3,166,549
A & T College	1,451,582	1,607,935	1,670,752	1,708,361
Western Carolina College	815,074	1,081,319	1,217,254	1,254,415
Appalachian State Teachers College	1,202,657	1,375,104	1,544,142	1,566,684
Pembroke State College	271,404	326,218	358,448	361,071
Winston-Salem Teachers College	490,034	591,476	608,384	654,414
Elizabeth City State Teachers College	472,012	519,785	618,517	625,050
Fayetteville State Teachers College	435,234	466,877	484,077	492,818
N. C. College at Durham	1,360,440	1,469,651	1,641,165	1,709,194
Total (Colleges)	8,812,995	9,981,473	11,212,816	11,538,556
Percentage increase over 1962-63			12.34%	15.60%
Total	26,485,816	29,367,028	31,752,730	33,034,330
Percentage Increase over 1962-63			8.12%	12.49%
Community Colleges	317,265	387,090	500,455	582,320
Budgets of Related Services:				
N. C. Memorial Hospital	1,720,178	1,823,411	1,946,335	2,062,077
Psychiatric Center	537,326	638,787	653,708	674,255
Agricultural Experiment Station	2,388,840	2,480,591	2,518,291	2,555,991
Cooperative Agricultural Extension Service	2,552,918	2,801,795	2,794,796	2,789,910
Industrial Extension Service	93,411	100,969	101,296	101,596
Total	7,292,673	7,845,553	8,014,426	8,183,829
Percentage Increase over 1962-63			2.15%	4.31%
GRAND TOTAL	34,095,754	37,599,671	40,267,611	41,800,479

S FOR THE BIENNIUM 1963-65
IMATED AMOUNTS FOR 1962-63

"B" Budget		"A" & "B" Budgets	
1963-64	1964-65	1963-64	1964-65
168,273	\$ 218,273	\$ 395,770	\$ 450,264
		37,496	38,393
,441,212	2,224,019	8,923,879	10,069,295
644,991	989,207	4,035,417	4,449,555
,746,848	2,259,348	8,790,237	9,739,657
405,088	574,147	2,763,527	3,013,604
,406,412	6,264,994	24,946,326	27,760,768
		28.69%	43.20%
564,463	896,095	3,634,540	4,062,644
518,146	630,438	2,188,898	2,338,799
287,813	379,654	1,505,067	1,634,069
382,606	522,587	1,926,748	2,089,271
111,874	135,858	470,322	496,929
121,854	129,796	730,238	784,210
246,824	168,509	865,341	793,559
180,884	189,792	664,961	682,610
509,504	500,541	2,150,669	2,209,735
,923,968	3,553,270	14,136,784	15,091,826
		41.36%	51.20%
,330,380	9,818,264	39,083,110	42,852,594
		33.09%	49.92%
		500,455	582,320
211,496	232,959	2,157,831	2,295,036
61,932	67,584	715,640	741,839
398,338	447,923	2,916,629	3,003,914
486,426	570,532	3,281,222	3,360,447
31,432	32,891	132,728	134,482
,189,624	1,351,889	9,204,050	9,535,718
		17.32%	21.54%
,520,004	11,170,153	48,787,615	52,970,632

TABLE XII.

CAPITAL IMPROVEMENT APPROPRIATIONS 1921-1961
BY INSTITUTIONS OF HIGHER EDUCATION FOR 1961

	1921-1947	1947-49	1949-51	1951-53	1953-55
U. N. C.—Chapel Hill	\$ 6,284,445	\$ 7,844,800	\$12,184,000		\$ 1,401,000
N. C. State College	4,041,600	6,485,333	8,898,045	\$ 50,000	2,125,000
Agricultural Experiment Station		241,200	243,500		89,500
Waman's College	4,109,250	3,177,600	3,994,500		580,000
East Carolino College	2,566,700	2,118,100	1,515,419	221,000	1,988,360
A & T College	975,350	2,038,845	5,689,596		2,261,000
Western Carolina College	1,166,394	1,334,200	2,050,000		945,000
Appalachian State T. C.	768,175	1,915,200	1,576,400	170,000	881,748
Pembroke State College	212,495	387,000	258,000		10,000
Winston-Salem T. C.	638,305	615,000	904,000		915,000
Elizabeth City S. T. C.	515,350	638,800	672,925		508,500
Fayetteville S. T. C.	537,240	391,274	598,448		435,400
N. C. College	560,725	2,065,000	2,147,809		1,800,000
Land Purchases of Institutions					
Community Colleges					
Totals	22,376,029	29,252,352	40,732,642	441,000	13,940,508

* In addition, \$29,762,000 was approved by the Legislature as part of the November 7, 1961 bond referendum which was defeated.

**ND REQUESTS
5 BIENNium**

55-57	1957-59	1959-61	1961-63	Requested 1963-65
	\$ 3,598,875	\$ 5,880,800	\$ 1,725,000	\$14,620,000
	5,757,260	6,023,400	451,000	13,265,500
	174,400	180,000		2,316,000
	1,338,000	722,500	29,000	4,508,000
	1,581,250	1,735,200	145,500	10,429,000
	639,500	1,104,400	117,000	6,404,500
	795,000	1,553,800	63,000	9,025,168
	1,409,000	1,778,400	34,500	10,193,300
	100,000	296,000	88,500	1,038,000
	183,000	335,500	195,000	1,812,500
	63,000	310,500	94,000	3,414,000
	200,000	154,000	226,000	2,806,500
	65,200	167,000	148,000	5,234,000
	720,000	500,000		
	1,500,000	1,500,000		6,348,000
-0-	18,124,485	22,241,500	3,316,500*	91,414,468

TABLE XIII.

**STATE APPROPRIATIONS FOR OPERATION OF NORTH CAROLINA PUBLIC
INSTITUTIONS, ENROLLMENTS AS OF OCTOBER OF EACH YEAR, AND
NORTH CAROLINA PER CAPITA PERSONAL INCOME**

	Appropriations	Appropriated for Degree-Granting Institutions	Appropriated for Related Educa- tional Activities and Services ¹	Enrollment (Oct. each yr.)	N. C. Per Capita Personal Income
1947-48	\$ 6,204,786	\$ 4,815,896	\$ 1,388,890	24,385	\$ 894 (1947)
1948-49	8,489,363	6,716,308	1,773,055	24,188	943
1949-50	10,928,935	8,559,261	2,369,674	24,413	919
1950-51	11,711,807	9,230,747	2,481,060	23,965	1,012
1951-52	12,981,301	10,115,767	2,865,534	21,908	1,115
1952-53	17,143,132	12,910,891	4,232,241	22,357	1,152
1953-54	18,333,176	13,892,526	4,440,650	22,982	1,172
1954-55	18,662,401	14,249,096	4,413,305	23,867	1,200
1955-56	18,513,879	13,927,926	4,585,953	25,968	1,285
1956-57	19,675,646	14,991,239	4,684,407	28,228	1,348
1957-58	24,022,661	18,001,840	6,020,821	28,414	1,345
1958-59	24,639,993	18,569,650	6,070,343	30,427	1,416
1959-60	28,374,223	21,667,559	6,706,664	33,063	1,492
1960-61	29,974,970	23,270,271	6,704,699	35,894	1,563
1961-62	34,158,319	26,485,816	7,672,503	40,056	1,642
1962-63 Est.	37,679,997	29,367,028	8,312,969	43,419	
1963-64 Req.	48,939,074	39,083,110	9,855,964		
1964-65 Req.	53,126,761	42,852,594	10,274,167		

¹ N. C. Memorial Hospital, Psychiatric Center, Agricultural Experiment Station, Cooperative Agricultural Extension Service, Industrial Service, Grants-in-Aid to Community College, N. C. Board of Higher Education.

Sources: The Budget of the State of North Carolina
Survey of Current Business, August 1962
Personal Income by States Since 1929 (September 1956)

TABLE XIV.

**COMMUNITY COLLEGES
SUMMARY OF FUNDS PROVIDED LOCALLY AND BY THE STATE IN THE FIVE YEARS
FOR OPERATIONS AND FOR CAPITAL OUTLAY, AND ENROLLMENTS IN 1957**

	Operating Funds 1957-1962				Capital	
	Local Sources			State Grants- in-aid ¹	Local Sources	
	Tax Levy	Other	Total		Bonds	Other
Asheville-Biltmore College	\$ 199,362	\$11,632	\$ 210,994	\$182,751	\$1,250,000	\$ 39,313
Charlotte Community College System:	731,187	4,798	735,985	434,794	1,950,000	132,181
Charlotte College	510,742	4,798	515,540	306,668	1,548,690	132,181
Mecklenburg College	220,445		220,445	128,126	401,310	
Wilmington College	405,335		405,335	304,477	600,000	105,216
College of the Albemarle ⁴	42,546		42,546	18,072		303,425
	\$1,378,430	\$16,430	\$1,394,860	\$940,094	\$3,800,000	\$580,135

¹ State grants-in-aid are based on student credit hours in college level courses actually delivered to North Carolina residents.

² Funds allocated to Charlotte College and to Mecklenburg College were determined by the Board of Trustees.

³ Includes funds appropriated for this college but not disbursed by the State.

⁴ College of the Albemarle began operating in September 1961.

⁵ Includes property contributed by Pasquotank County appraised at \$281,603.00.

⁶ Includes \$80,000 provided in 1961 from land purchase funds appropriated in 1957, and special allotment from Contingency and Emergency Fund in 1961-62.

**PERIOD 1957-1962
COMPARED WITH 1962**

Periods 1957-1962			
Total	State Approp- riations	Enrollments	
		Fall 1957	Fall 1962
\$1,289,313	\$ 775,000	209	469
2,082,181	1,275,000 ^a	621	1,355
1,680,871	1,012,605	375	1,145
401,310	262,395	246	210
705,216	950,000 ^a	478	823
303,425	105,860 ^a		230
\$4,380,135	\$3,105,860	1,308	2,877

TABLE XV

**SUMMARY OF FUNDS THAT HAVE BEEN BORROWED* BY INSTITUTIONS OF
HIGHER EDUCATION FOR THE CONSTRUCTION OF DORMITORIES AND OTHER
FACILITIES TO BE SELF LIQUIDATED FROM STUDENT RENTS OR FEES
1955 THROUGH DECEMBER 1962**

	<u>Student Capacity</u>	<u>Amounts</u>
University of North Carolina		
Dormitories: Avery	256 Men	
Parker	190 Men	
Teague	200 Men	
Addition to Spencer	75 Women	\$ 2,000,000
Dormitories: Craige	713 Men	
Ehringhaus	710 Men	
Addition to Nurses	91 Women	2,875,000
Married Student Apartments	208	2,000,000
Married Student Apartments	84	1,000,000
		<u>\$ 7,875,000</u>
N. C. State College		
Brogaw Dormitory	816 Men	\$ 2,000,000
New Dormitory (under const.)	840 Men	2,000,000
Married Student Apartments	300	2,200,000
Fraternity Housing (under const.)	480 Men	1,800,000
Gymnasium (1/2 of cost)		1,411,000
		<u>\$ 9,411,000</u>
Waman's College		
Moore-Strang Dormitory	352 Women	\$ 950,000
New Dormitory (under const.)	640 Women	1,800,000
		<u>\$ 2,750,000</u>
East Carolina College		
Janes Dormitory	520 Men	\$ 1,425,000
Aycock Dormitory	520 Men	1,250,000
New Dormitory (1/2 of cost)	500 Men	625,000
Dormitory (under const.)	400 Women	1,100,000
		<u>\$ 4,400,000</u>
Western Carolina College		
Buchanan Dormitory	200 Men	\$ 475,000
Albright-Bentan Dormitories (1/2 of cost)	400 Women	570,000
		<u>\$ 1,045,000</u>
Appalachian State Teachers College		
Addition to East Hall	180 Women	\$ 525,000
Dormitory (under const.)—1/2 of cost	300 Women	375,000
		<u>\$ 900,000</u>
A & T College		
Dormitory	200 Women	\$ 500,000
Winston-Salem Teachers College		
Dormitory (1/2 of cost)	120 Women	\$150,000
N. C. College at Durham		
Dormitory	200 Women	\$ 500,000
GRAND TOTAL		<u>\$27,531,000</u>

* Although commitments have been made to borrow amounts indicated for projects currently under construction, these projects are usually financed by short-term obligations until completed. Repayments on loans included in the \$27,531,000 amounted to \$968,275 as of February 1963.



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